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ABSTRACT

This report discusses the activities of the California Educational Research Cooperative (CERC) over the past year. The CERC was established in 1998 as a joint venture between the School of Education at the University of California, Riverside, the San Bernardino County Offices of Education, and 19 local school districts to bring educational professionals and research scholars together to foster collaborative research projects, teacher education, direct support for school systems, and the creation of a regional data system. The report outlines various research activities in progress in the areas of student assessment, combination classes, cultural diversity, marketing research, school-community relations, the opening of new schools, dropout prevention, school restructuring, and year-round education. Specific research projects and interventions by members of CERC are also described. The report also provides information about CERC's revenue, expenditures, publications, sponsors, members, and staff. (MDM)

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ANNUAL REPORT

1994

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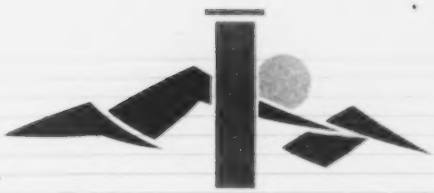

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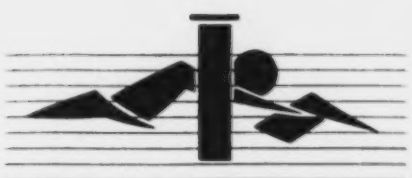
ANNUAL REPORT
1994



CERC

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University of California, Riverside

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Message From the Chancellor

Relevancy and application of teaching and research are rightfully receiving increasing attention in the American agenda. I am very pleased that the University of California, Riverside and CERC colleagues are leaders in this national movement.

Education today faces problems as pressing as any in its history. If we are to address them, we must not only think and say, we must do. The CERC model—collaborative work linking research and scholarship at the University with practical implementation at school board and schoolroom—is a model we are finding useful to emulate in other areas of the campus as well. The Graduate School of Management and the College of Engineering have programs to extend the University into professional communities they serve. We have found that, as a result, both research and practice are improved.

The CERC model symbolizes the two-way street of applied research and service. Practical problems in the community enrich the CERC research agenda. These new and relevant research tracks provide the inspiration and guidance of our research enterprise. And, of course, the results of that research have many practical benefits. The continued support of CERC by the school districts it serves attests to the effectiveness of this collaboration. It is a tribute to CERC that this "buy in" by those it serves continues to survive in this period of financial stringency.

CERC continues and thrives with support from its component parts because its work is of proven and continuing value.

Raymond L. Orbach
Chancellor

Message From the Dean

In spite of serious and continuing challenges to public education from all sides, 1994 is turning out to be a watershed year for your California Educational Research Cooperative. Not only are we witnessing a banner year in terms of research productivity, but major enhancements are occurring with respect to how we are able to get our research results into the hands of teachers, who in turn will be able to utilize them for the benefit of students. None of us will be able to rest until we are able to show with clarity a linkage between research and school success. This seventh annual meeting, the first of its kind utilizing the much expanded format of today, is a clear demonstration of how our school colleagues from the CERC Dissemination Task Force have been able to influence how university researchers communicate with teachers and other educators. From Day One we have known that research, no matter how good or correct, can not be useful until it is internalized and acted upon by our partners in schools.

These are also days of enormous change and consolidation in higher education, requiring that the University of California makes maximum use of its precious resources and does its part in helping to improve public education at all levels. The principle of collaborative activity, initiated in such an impressive way through CERC in 1988, is attracting statewide attention within the University system and beyond, as efforts are being made by leaders in public education and higher education to join forces for securing the future of publicly supported education. All partners in this Cooperative—schools, county offices of education, U.C.R.—need to identify with and feel they are members of a learning community as well as members of the same profession. In a very real sense we are all teachers, and we are all researchers. Yet, in the interest of effectiveness and efficiency, we necessarily must divide some of our responsibilities.

This conference marks one major change in how CERC researchers are able to share what they have learned with their colleagues in the schools. Our new video presentations on drop-out prevention and school retention practices are others. Within the coming year I anticipate that we will move to find other mechanisms, perhaps conferences, institutes, and projects that will make it clear to all that CERC means to matter in the professional lives of the partners who sponsor and support it. For all of you who have shared with us your continuing enthusiasm for what we have been able to accomplish together, I thank you. The best organizational feature of this Cooperative is that we all are part of CERC and are its owners.

It is a pleasure for me to join with all of you in taking stock of our shared accomplishments and assessing the needs of our schools in the days ahead.

Irving G. Hendrick
Dean, School of Education

Message From the Directors

Search and Research:
Finding Community in the School

The past year has been an outstanding one for the Cooperative. Despite a tough budget year, school leaders in the Inland Empire have continued their commitment to research-based school improvement. Buoyed by the continued support of our founding School District and County Office of Education partners, and with newfound strength in three new district members this year, the CERC staff is approaching the coming year with increased enthusiasm and confidence that our research is helping schools meet the challenges that lie ahead. We are excited by the fact that our research projects are beginning to "add up" and to lay the foundations for a broad school improvement strategy.

Perhaps the most important lesson of our recent research is the way it highlights the importance of creating culturally sensitive, morally responsible and technically competent communities within our schools and classrooms. Again and again we find that programs proven effective in one setting cannot be easily reproduced in another. With depressing regularity we learn that alienated children and families are uncomfortable with school programs and do not attain mastery of curriculum materials. We have discovered, to put it simply, that education cannot be done "for" or "to" students—it is a process that can only be done "with" children and their families. As the root word implies, learning can only be "educed"—drawn out from the child in a relationship of caring and trust.

Substantial learning can be "educed" only where a community feeling is stronger than organizational regulations. From our Dropout Project we learn that too many students cannot make a personal connection with school staffs and programs. From our Grade Level Retention Project we note that formalization of procedures tends to turn schools into "contest mobility" systems in which children are expected to live or die by measured achievement rather than through reliance on relationships with significant adults. From our Authentic Assessment Project comes an awareness that teachers pressured to raise standardized achievement test scores can easily be led to abandon best instructional practice, while alternative assessment strategies invite them to take a more personal and comprehensive interest in their students. From our Marketing

Project we learn that parents and citizens form global judgments about the overall character of their children's schools—judgments that will surely make them feel that the schools are either open communities or closed formal organizations. Our Cultural Diversity Project Study Task Force is reminding us that the discovery of community in the school is much harder for some families and children than for others. Schools fit the concepts of community that are natural to middle-class traditional families—the dominant school pattern is run on a schedule designed for two-parent, one wage earner families with suburban or agrarian life styles. Both the rich and the poor in our society find the schools hard to bear. Single-parent families, those who have to move frequently, and those whose cultures involve language other than English or traditions of child rearing and community life different from the idyllic images of an "Ozzie and Harriet" household find schools mystifying, domineering or simply too cold and distant to be relied on for the kind of community where learning becomes an adventure rather than a chore.

Putting community at the center of the educational process is doubly challenging. On the one side, tough economic times and a suspicious political system have teamed up to tighten the organizational and regulatory environment of the schools. The result is increased tension, a willingness to "get tough" with nearly everyone, and a tendency to see school failure as a confirmation of moral weakness in children or their families. On the other side, urban alienation and frustration have reached such epidemic proportions that many parents have given up hope, and many children have become so apathetic or belligerent that they threaten the ability of many schools to create safe and supportive communities.

What does it take for community to become real in the schools? This needs to be a major theme in our work for the immediate future. We need to learn more about how families and children can be incorporated into a meaningful school community. We need to learn more about how to help teachers and other school staff members reach out to each other and to the families they serve. We need to learn more about how to maintain safe, secure school environments without destroying the sense of personal opportunity and security that is the keystone to student engagement and learning. We need to find powerful ways to raise student self-esteem and revitalize respect for moral and ethical norms of participation. In short, we need to find ways of enhancing authority that rests on community and personal character rather than relying on the use of power sources and punitive sanctions to enhance school effectiveness.

Douglas E. Mitchell
Director

Robert Burns
Rodney Ogawa
Associate Directors

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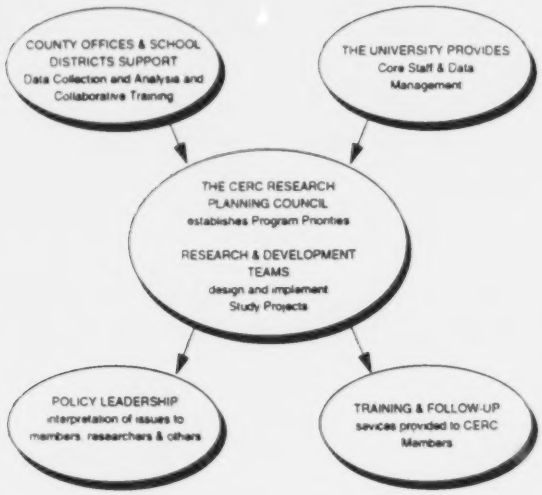
CERC: The Link Between Research and Practice


COUNTY OFFICES & SCHOOL DISTRICTS SUPPORT
Data Collection and Analysis and Collaborative Training
THE UNIVERSITY PROVIDES
Core Staff & Data Management
THE CERC RESEARCH PLANNING COUNCIL
establishes Program Priorities
RESEARCH & DEVELOPMENT TEAMS
design and implement Study Projects
POLICY LEADERSHIP
interpretation of issues to members, researchers & others
TRAINING & FOLLOW-UP
sevices provided to CERC Members

The California Educational Research Cooperative (CERC) of the School of Education, University of California, Riverside, was established in 1988 as a joint venture aimed at bringing educational professionals and research scholars together. CERC is a unique partnership between the Riverside and San Bernardino County Offices of Education, 19 local school districts and the School of Education at the University of California, Riverside. Cooperative membership represents approximately 425,000 students or 5% of California's school population. Organized around representatives from each member district, the Research Planning Council (RPC) is the Cooperative's primary structure for setting its research agenda in the pursuit of five broad goals:

1. Collaborative Identification of Research, Planning and Development Needs
2. Educational Decision Making through Data-Based Problem Solving
3. Training for Professional Leadership
4. Direct Support for School Systems
5. Creation of a Regional Data System

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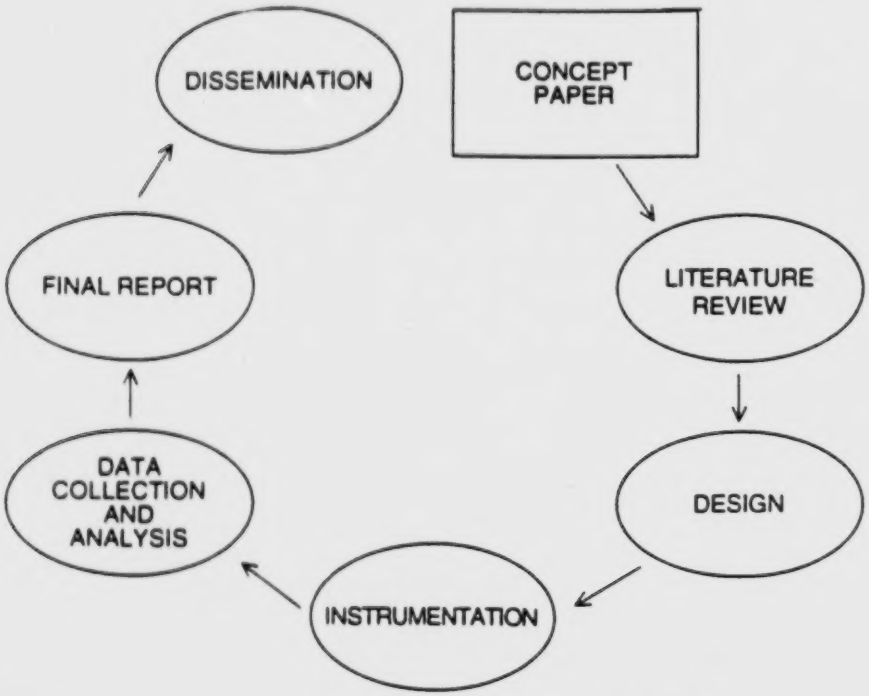
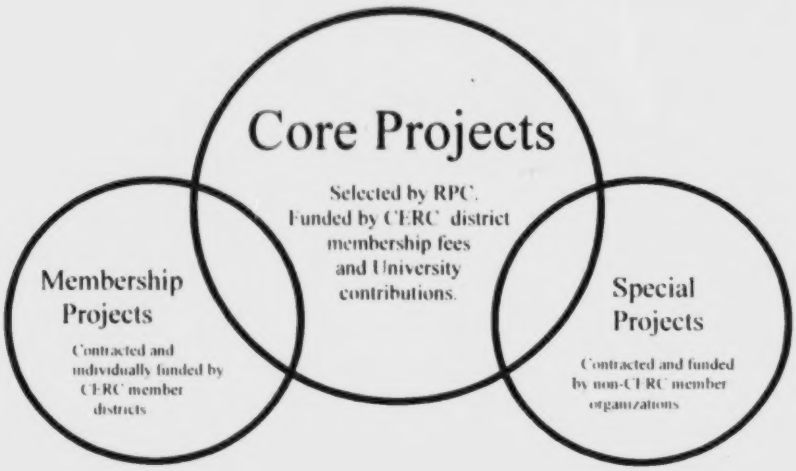
The Research Cycle



Core Research Projects evolve through a series of steps graphically depicted in the figure above. Each step engages CERC's Research Planning Council (RPC) and Research Staff in a variety of collaborative activities. These activities include:

1. Brainstorming activities resulting in research concept papers.
2. Monitoring, refining, and implementing research designs.
3. Advisory reading of draft reports.
4. Quarterly review of reports on the progress of research.
5. Disseminating research findings in conjunction with the county offices of education.

Types of Projects Undertaken by CERC


Core Projects
Selected by RPC.
Funded by CERC district membership fees and University contributions.
Membership Projects
Contracted and individually funded by CERC member districts
Special Projects
Contracted and funded by non-CERC member organizations

CERC's research agenda focuses on its Core Research Projects. Core Research Projects are those projects chosen by consensus of CERC's Research Planning Council (RPC). Core Projects include:

- Authentic Assessment
- Combination-Grade Classes
- Cultural Diversity
- Opening New Schools
- Parental Choice
- School Marketing
- Year-Round Education

Additionally, members may contract on an individual basis for research, evaluation, planning, and consultation services. Member Research Projects are specifically designed to meet the needs and interests of CERC member school districts.

CERC Special Research Projects are conducted for non-member agencies and school districts under standard University of California contract procedures.

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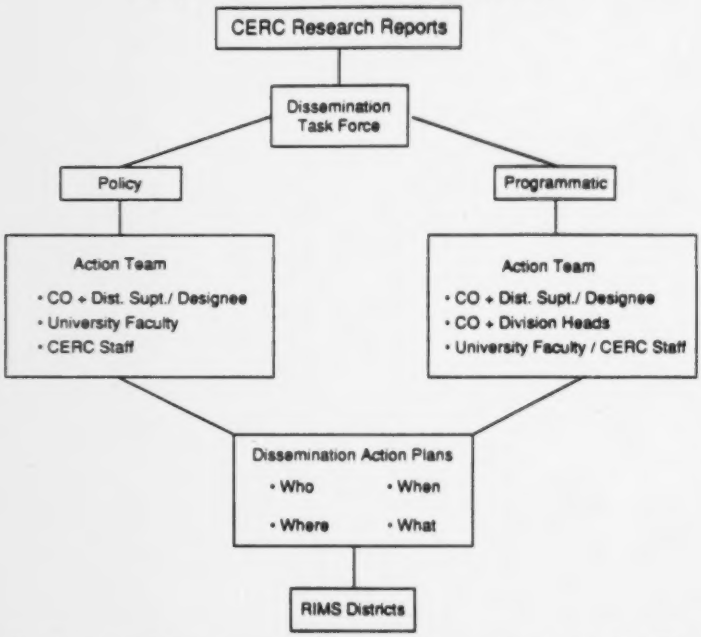
Organizational Capacity

CERC's Core Research Projects form the nucleus of the organization, and Member and Special Research Projects have then contributed to producing multifaceted benefits over the past five years. As demonstrated by the successful completion of over 165 research, evaluation, planning, and development projects, CERC has developed capacity and expertise in the following areas:

- Survey Technology
- Program Evaluation
- Management Information Systems
- School Finance
- Student Assessment

CERC DISSEMINATION MODEL



Linking research findings to improvement of school programs and policy is a major goal of the Cooperative. In consultation with Research Teams, **Dissemination Task Force** leaders, **Carolyn Wylie**, Riverside County Office of Education, **Dennis Mobley**, San Bernardino County Superintendent of Schools Office, and **Linda Wisher**, Moreno Valley Unified School District, have developed specific dissemination activities. These activities are:

- Speakers Bureau for the presentation of research findings to target audiences.
- National Dissemination of Staff Development Training Units to include video tapes distributed by the Educational Television Network on School Dropouts, Retention of Students in Grade, Opening of New Schools and Class Size.
- An Annual Spring Leadership Conference hosting School Board Members, Superintendents and their Cabinets,Teacher Leaders from the Inland Empire and University of California Faculty, Graduate Students and Alumni.
- Distribution of the CERC Publications List and Newsletter to 500 local, state, and national policy-makers at least three times during the academic year.

Members of the Dissemination Task Force are: **Duane Covrig, Beth Higbee, Douglas Mitchell, Dennis Mobley, Flora Ida Ortiz, Linda Wisher, Carolyn Wylie,** and **Jane Zykowski.**

- **LOCAL PRESENTATIONS**

  - Numerous local presentations to School Board Members, and Superintendents' Cabinets on:

    - CERC: Its Mission and Work
    - Retention in Grade
    - Costs of Year-Round Education
    - Planning and Implementing a Middle School Year-Round Master Calendar

  - LINCOLN CONTINUATION HIGH SCHOOL. Implications of Dropout Study.

  - ANNUAL LITERACY CONFERENCE, RIVERSIDE. The Language-Portfolio Assessment Connection: An Alternative Assessment Model for Gifted and Talented Native American Students.

  - PARAPROFESSIONAL CONFERENCE, PALM SPRINGS. Teaching the English Language Learner.

- **STATE PRESENTATIONS**

  - CALIFORNIA EDUCATIONAL RESEARCH ASSOCIATION. A Review of Research on Parental Choice in Education.

  - CALIFORNIA EDUCATIONAL RESEARCH ASSOCIATION. The Native American Intertribal University Preparatory Summer Program: A Curriculum-Based Project for Educational Equity.

  - CALIFORNIA EDUCATIONAL RESEARCH ASSOCIATION. Scholastic Sports: Socializing Agent of Fairness in Multicultural Environments.

  - CALIFORNIA LEGISLATURE, SACRAMENTO. Preliminary Findings From East San Gabriel Valley Regional Occupational Program.

- STATE SCHOOL-TO-WORK ADVISORY COMMITTEE. Updates on East San Gabriel Valley Regional Occupational Program Analyses.

- BEGINNING TEACHER INDUCTION NETWORK: SYMPOSIUM ON EFFECTIVE INDUCTION PROGRAMS, IRVINE. Portfolio Assessment for Beginning Teachers.

- FOURTEENTH ANNUAL WESTOP CONFERENCE, SAN FRANCISCO. Innovation and Enrichment for the Talent Search Middle School Initiative of Educational Talent Search Program and the San Diego State University Talent Search Program.

▪ NATIONAL PRESENTATIONS

- OFFICE OF EDUCATIONAL RESEARCH AND INNOVATION, WASHINGTON, D.C. Research Design and Evaluation: The East San Gabriel Example.

- AMERICAN SOCIETY FOR CURRICULUM DEVELOPMENT, CHICAGO, IL. Research Design and Evaluation: Results from Analyses of East San Gabriel Valley Regional Occupational Program Data.

- AMERICAN EDUCATIONAL RESEARCH ASSOCIATION CONFERENCE, NEW ORLEANS, LA. An Alternative Assessment Model for Gifted and Talented Native American Students; Mathematics and Science Portfolio Assessment in a Summer University Preparatory Program.

- NATIONAL INDIAN EDUCATION ASSOCIATION, MOBILE, AL. Interdisciplinary, Culturally Infused Curriculum Development for American Indian/Alaskan Native Gifted and Talented Middle School Students.

- UNIVERSITY COUNCIL FOR EDUCATIONAL ADMINISTRATION, HOUSTON, TX. CERC Fellows and the Research Agenda: A Model for Educational Researcher Training.

- NATIONAL CONFERENCE ON RACE AND ETHNICITY IN AMERICAN HIGHER EDUCATION, NEW ORLEANS, LA. The Native American Intertribal University Preparatory Summer Program: A Partnership Model for Successful Collaboration.

- AMERICAN EDUCATIONAL RESEARCH ASSOCIATION, ATLANTA, GA. The Native American Intertribal University Preparatory Summer Program: Weaving Art and Science for Education Excellence.
- AMERICAN EDUCATIONAL RESEARCH ASSOCIATION, ATLANTA, GA. Practitioner Interpretations of Bloom's Learning for Mastery.
- AMERICAN EDUCATIONAL RESEARCH ASSOCIATION, ATLANTA, GA. Organizational Constraints and the Formation of Classes.
- POLAROID LITERACY PROJECT, BROWN UNIVERSITY, RI. Literacy and Language Development Through the Use of Photography.
- NATIONAL COMMISSION ON TIME AND LEARNING, SANTA MONICA, CA. Costs of Year-Round Education.
- UNIVERSITY COUNCIL ON EDUCATIONAL ADMINISTRATION, HOUSTON, TX. CERC: The Link Between Research and Practice.
- AMERICAN EDUCATIONAL RESEARCH ASSOCIATION. Organizational Change Issues Related to the Implementation of Year-Round Education.

- **PARTNERSHIPS**
  - California Academic Partnership Program
  - California Commission for Teacher Credentialing
  - Metropolitan Research Cooperative MERC
  - Native American Preparatory Schools
  - RIMS Independent Assessment Coalition
  - U.C. Irvine/Sherman Partnership Program

CORE RESEARCH

- **Authentic Assessment**

Research Team
Project Investigator Jerry Carlson
CERC Fellow Mahna Schwager

In January 1992, the National Council of Education Standards and Testing (NCEST) recommended that the U.S. adopt a national system of standards for student achievement and an assessment system for those standards. Several governmental agencies are currently reviewing whether such reforms are needed and, if so, how such reforms might be implemented. Soon Congress will consider legislation regarding assessment reform among other issues (Part A of Title VIII of the proposed Neighborhood Schools Improvement Act). Assessment issues under debate include the nature of reform to be recommended and how reform should be implemented. Meanwhile, many states, districts, schools, and teachers are reinterpreting what student learning means and how we can best evaluate it. This requires definition of the issues and their assumptive bases if the types of reform to be undertaken are to be effective.

Assessment in the Schools: Paradigms, Promises and Realities, a CERC literature review on authentic assessment, asserts that three paradigms of assessment exist in the schools. These paradigms are:

1. The teaching assessment paradigm which focuses on students' mastery of the academic, social, and personal competencies necessary for successful negotiation of the classroom curriculum.

2. The traditional educational measurement paradigm which focuses on students' academic achievement defined by discrete facts and basic skills which are needed for a child to produce more complex behaviors.

3. The learning assessment paradigm which concerns students' understanding as well as students' performance and assesses the thinking processes and strategies students use while engaging in problem-solving.

These paradigms reflect fundamental differences in the ways individuals think about assessment as well as their assessment practices. Cognitive-based or alternative assessment is derived from the learning assessment paradigm and reflects recent reconceptualizations of the nature of assessment validity and reliability.

The empirical portion of this study examines the attitudes, beliefs, and practices of principals, teachers, and students regarding testing in the schools. Specifically, we are interested in the relationship between these beliefs, attitudes, and practices and the development, adoption, and implementation of alternative assessments. Research questions include:

1. Do principals and teachers view assessment differently?

2. Do these differences reflect identifiable orientations toward instruction and assessment?

3. How do these orientations relate to implementation of specific forms of alternative assessment?

Following development of the theoretical-based literature review, exploratory interviews were conducted with thirty teachers and principals in four CERC member districts. Preliminary analysis of the interview data and theoretical bases generated from the literature review were used to develop a survey regarding general district and school assessment practices, respondents' personal backgrounds and their attitudes, knowledge, and beliefs regarding assessment and learning.

The survey was administered to teachers and principals in a random sample of ninety-two California elementary schools, representing a range of school environments for alternative assessment implementation. Information regarding school assessment practices was used to classify each school as either a high or low alternative assessment environment. Each school principal was asked to nominate at least one innovative and one traditional teacher to respond to the survey. Teachers who are early adopters or innovators can be expected to have already experienced a "paradigm" shift in their notions of learning and development, beliefs and attitudes, as well as changes in practice. Identification of these individuals allows examination of those orientations related to a change in practice. Identification of reluctant adopters or traditional teachers who may be unwilling to implement new assessment strategies allows examination of older orientations to assessment and instruction.

Preliminary results from the teacher data will be presented at the CERC Leadership Conference in April 1994 and will appear in the August 1994 issue of *Education and Urban Society: Educational Assessment in the 1990s*.

Findings suggest that innovative and traditional teachers perceive assessment differently, regardless of their school environments. Innovative teachers seem to have more highly differentiated perceptions regarding types of knowledge and intellectual skills, a perspective more reflective of cognitive than behaviorist models of learning. For example, for the innovative teachers in this study, the general term "academic skills" has a variety of different meanings that contrast with the acquisition of social and personal skills. Traditional teachers, in contrast, view the acquisition of academic skills as the acquisition of basic skills and simple concepts and feel it is most important to focus on teaching students basic skills in order to achieve effective learning.

Findings suggest that different school environments may affect the perceptions of particular teachers. It is possible that sociocultural mechanisms are at work. These teachers may be in the process of redefining their perceptions of learning and assessment. Interactions with other staff, encouragement and inducements as well as conflict and confrontations, may contribute to change in individual teachers' attitudes, beliefs, and practices. School environments supportive of assessment reform may contribute to restructuring teachers' attitudes and beliefs regarding learning and assessment as well as concomitant classroom practices.

- **Combination Classes**

Research Team
Project Investigator DeWayne Mason
Co-Project Investigator Robert Burns
CERC Fellow Joan Black

Increasing enrollment, financial constraints, and multitrack year-round schooling programs have led many California school districts to use combination classes in their elementary schools. This format, where a teacher provides simultaneous instruction to students from more than one grade level for the entire day, has led many educators and parents to question the practice and combination class teachers to seek effective strategies for meeting the diverse needs of students in these classes. Unfortunately, research on combination classes has not been extensive.

In October 1991, CERC members elected to study combination classes. Adopting a proposal initiated by three local school districts (Redlands, Fontana, and Colton) and

developed by **Professor DeWayne Mason** and a committee of teachers and administrators, an examination of the following questions was launched:

1. Are combination-grade classes as effective as traditional single-grade classes?

2. What distinguishes effective combination-grade teaching from less effective combination-grade teaching?

3. How can educators best organize for (e.g., assign teachers and students) and deliver curriculum and instruction to students in combination-grade classes?

During the past two and one-half years, the following studies have been completed (CERC reports are in parentheses):

- An investigation of the literature on combination classes (*A Review of the Literature on Combination Classes*)

- An interview study of 35 teachers (*Teachers' Views about Combination Classes*)

- A phone interview study of 90 principals (*How Elementary Principals Assign Teachers and Students to Combination Classes*)

During this same time, the following studies have been initiated and are now at various stages:

- An interview study of 36 principals to determine principals' views about combination classes.

- An interview study of 12 "effective" combination class teachers to determine their views and approaches to teaching these classes.

- A study of 22 schools and 204 classrooms (52 of which are combination classrooms) focused on (a) achievement comparisons with single-grade classes, (b) whether purposive assignment of students (based on ability, independence, behavior) affects the compositional nature of their single-grade counterparts, and (c) linkages between achievement and teachers' instructional approaches.

Key findings from the research to date would include the following:

- Teachers generally have negative feelings about combination classes, and they think students should be assigned to these classes on the basis of ability, independence, and behavior to create favorable class compositions.

- Teachers and principals have indicated that this practice is no longer possible due to year-round schools with multitrack calendars.

- Teachers report that combination classes create problems with divided time for instruction and individual assistance, adequate curriculum coverage, and extra effort and planning time.

- A large majority of combination teachers (69%) use a mixed approach for instruction, most frequently organizing two groups for reading and mathematics and whole-class lessons for social studies and science.

- Principals use more homogeneous ability assignment strategies and place more independent workers in combination classes than in single-grade classes.

- Principals assign teachers to combination classes on the basis of two criteria: administrative policies (a respect for teachers' interests and preferences as well as a need to be perceived as fair and equitable given teachers' generally unfavorable view of such teaching assignments) and teacher characteristics (an attempt to make combination classes more conducive to learning and attractive to parents by placing more experienced or effective teachers in these complex and demanding assignments).

- A literal reading of the achievement and affective outcome research generally shows no differences between combination-grade and single-grade classes; however, consideration of findings from observational research, interview studies, and several achievement studies that, at least partially, control for selection bias, leads to a competing interpretation—that combination classes have slightly negative effects.

- Further research is needed to clarify how combination classes are formed, the proportion of grade-level configuration types, the proportion of students in each grade level of each combination class, and the assignment of teachers.

During the next few years, the investigators hope to conduct a naturalistic observational inquiry, case studies, and experimental research to better understand the questions of the study. We hope to develop models of effective combination class practice, train teachers to use these models, and investigate the effects of implementing these models. This research should contribute to understanding how schools and teachers can better meet the needs of students in these classes.

- **Cultural Diversity**

Research Team
Project Investigator Douglas Mitchell
Assistant Research Educationist Linda D. Scott
CERC Fellow Aida Quiles
CERC Fellow Duane Covrig

Cultural diversity has emerged as an important and pressing concern for CERC district members. Therefore, approaching, defining and examining diversity issues and their impact on education is part of the CERC research agenda for the 1993-94 school year.

In cooperation with a Study Task Force comprised of CERC member district representatives, CERC research staff is undertaking an extensive diversity literature review. The Task Force meets every six to eight weeks during 1993-94 to engage in an ongoing discussion of the literature review findings as they develop and to plan for intervention research projects appropriate to the study. These meetings are facilitating the development of perspectives on the definition and examination of diversity questions, and strategies for allocating CERC resources for the study of these questions.

In order to form a Cultural Diversity Study Task Force for this core project, CERC requested from all member districts two or three nominations of educators and colleagues most qualified to participate in a study of diversity issues. Based on these nominations, the selection of one Task Force member from each district focused on the inclusion of a wide range of perspectives on diversity issues. The Task Force itself is diverse, and the chart below arrays the range of participation by type of position held within the district. (*Please see Figure 1.*)

FIGURE 1.
Cultural Diversity Study Task Force Participants

Executive	Program Administrator	Teacher	Principal	School Staff
Victor Elementary SD	Riverside USD	Jurupa USD	Rialto USD	Victor Valley Union High SD
Chaffey Union High SD	San Bernardino Co. Supt. of Schools	Ontario-Montclair SD	Sherman Indian High School	Redlands USD
East San Gabriel Valley ROP	Coachella Valley USD	Corona-Norco USD	Moreno Valley USD	
Perris Union High SD	Riverside County Office of Education	Victor Elementary SD	Val Verde USD	
Fontana USD	U.C. Irvine		Nuview Union SD	
U.C. Riverside	San Bernardino Co. Supt. of Schools			
Apple Valley USD				

The goals of the Study Task Force are as follows:

- To design a set of implementation strategies that the school districts can use to meet the critical challenges of cultural diversity.
- To limit the scope of work of the Task Force for maximum effectiveness.
- To develop an understanding of existing research in the area of cultural diversity in order to make pragmatic/practical decisions about the research agenda.

- To identify those research results and products that will be most beneficial and useful to school districts.

- To establish methods for documenting the effectiveness of implementation strategies.

CERC research staff has completed a preliminary study of the demographics of Cultural Diversity which examines the changing profile of student population and educational attainment in San Bernardino and Riverside Counties. These demographics serve to focus the task force on six factors challenging education in the 1990s:

1. Ethnic Diversity
2. Language Barriers
3. Family Structure
4. Health Needs
5. Safety Concerns
6. Economic Changes

- **Marketing Research and School/Community Relations**

Research Team
Project Investigator E. Mark Hanson
Co-Project Investigator Walter Henry

Professors Mark Hanson and **Walter Henry** are in the process of concluding CERC's multi-year project on school/community communications. Based on the findings of the research, it is believed that institutions will be able to develop more effective two-way communication with their local school communities.

This study has been separated into two phases: school-to-community communications and community-to-school communications. The first phase of the Marketing Project focused on the development of a marketing diagnostic tool (Market Rating Instrument) used to analyze 594 written communications from 12 elementary, middle and high schools and

district offices. Several technical reports, publications, and presentations have been made on phase one findings. Three major factors contribute to the quality of written communication:

- Appearance (eye-catching layout and use of illustrations)
- Writing clarity (mechanics, depth of detail)
- Imaginativeness (creative and courteous language)

Additional findings can be found in CERC's technical reports *Educational Marketing and the Public Schools: Policies, Practices, and Problems*, and *Written Communication and the Marketing of Public Schools*.

The second phase of the School Marketing Project focuses on opinions of parents, registered voters, teachers, and administrators in three participating CERC member districts and was carried out in two parts. The first part involved a survey which sampled over 2700 parents, eliciting their opinions on: (1) the type of information desired, (2) the channels of communication that are preferred, (3) the type of information currently received, and (4) by what channels the information is currently received. The ethnic distribution among the 1545 returned questionnaires indicated a fair representation of the ethnic distribution (Black, Hispanic, Asian, and Anglo) of the total population of the parents in the districts sampled. Analysis of the data provided an overall picture of the communication process and suggested insights into areas where the process can be strengthened. A final report is available.

The second part of phase two consists of sampling teachers and administrators utilizing a survey instrument that closely parallels the questionnaire that was used for the parents' survey. We will be examining possible divergence in the perceptions between senders and receivers. Four hundred questionnaires were sent out to teachers and administrators in the same three CERC member school districts. The return rate from school teachers and administrators was approximately 40%. The data are being entered into a data base. Once the marketing team has a picture of the quality of the match between sender and receiver perspectives, recommendations on policy initiatives to strengthen the communication process will be produced.

Professors Hanson and **Henry** are preparing two workshops for CERC participants interested in the knowledge and skills associated with educational marketing. The first workshop will focus on improving school/community communication practices, and the second will deal with developing districtwide educational marketing strategies.

- **Opening New Schools**

Research Team
Project Investigator Flora Ida Ortiz
CERC Fellow Jean Treiman

Professor Flora Ida Ortiz has completed the Opening of New Schools Project. A book, *Schoolhousing: Planning and Designing Educational Facilities*, published by State University of New York Press, is available. *Schoolhousing* presents a theoretical and practical portrayal of how, when, and why public school districts build new schools. Based on extensive qualitative data analysis and a comprehensive review of the literature, the book specifies school district reorganization and subsequent steps necessary to implement a plan. The book discusses and considers how school districts relate to state agencies on regulatory, fiscal and support bases. It also addresses questions important to school district officials, principals, architects, contractors, and others engaged in projects which require long-term management. Organizational points of view and individual roles are presented.

The theoretical framework for analyzing school facility construction processes can be summarized in four key ideas. First, school districts follow a process which consists of nine fundamental steps:

1. Needs assessment
2. Long-range planning
3. Fiscal planning
4. School building planning, which includes school site planning and selection, architectural services, and educational specifications
5. Bidding for contractors
6. Constructing the building
7. Occupying the building
8. Post-occupancy evaluation
9. School building use

Second, school districts accomplish these nine steps by coordinating three functions: (1) executive leadership, (2) professional expertise, and (3) representative legitimation. First, the executive function provides procedural order and allocation of resources. Second, the professional function provides specialized and expert knowledge and skill. Third, the representative function balances attention between special interests and the common good. Each operational function resolves specific problems during each of the nine steps. (*Please see Figure 2.*)

FIGURE 2.
School Construction and Organizational Functions

Steps	Executive	Professional	Representative
1. Needs Assessment	Initiative	Demographic Analysis	Recognition
2. Long-Range Plan	Organization	Advisory	Legitimacy/ Direction
3. Fiscal Plan	Decision Making	Technical Assistance	Mobilize Support
4. Building Design	Integration	Technical Assistance	Preference/ Representation
5. Contract Bidding	Authorization	Expertise	Legitimation
6. Construction	Supervision	Technical	Approval/ Support
7. Occupy Building	Leadership	Administration	Support
8. Evaluate	Judgment	Inspection	Accountability
9. Building Use	Negotiation	Advice	Advocacy

Third, in order for the school district to construct new schools, it is also necessary to relate to external agencies such as the state. The basis for this relationship is threefold: regulation, fiscal allocation, and technical or symbolic support distribution. The regulator relationship is based on adhering to rules, regulations, procedures, and standards imposed by the state. The fiscal relationship is based on state control over design and construction funds.

The state/local relationship is focused on four separate agencies: State Allocation Board, Office of Local Assistance, California State Department of Education/School Facility Planning Division, and the Office of the State Architect. The district's basis for relating to SAB and OLA is largely regulatory and fiscal, although technical assistance is also

sought. The district's basis for relating to OSA is almost entirely regulatory. The district's basis for relating to CSDE/SFPD tends to be regulatory but often includes the distribution of technical and symbolic support. (*Please see Figure 3.*)

FIGURE 3.
Linkage to State Agencies

Process	SAB (OLA)	OSA	CSDE
1. Request for Application	Regulatory		Distributive
2. Approve Application	Regulatory Redistributive		Distributive
3. Approve Fiscal Plan	Regulatory Redistributive		Distributive
4. Approve Site, Design & Specifications	Regulatory	Regulatory	Regulatory Distributive
5. Approve Bid	Regulatory		
6. Award Contract	Regulatory Redistributive		
7. Occupy Building			Distributive
8. Evaluate			Distributive
9. Building Use			Distributive

Fourth, local school district and state officials relate to each other interpersonally as well as interorganizationally. The interorganizational relationship creates vertical interdependence. As a result, interpersonal relationships tend to be pushed toward instrumental communication with substantial negative expressive meanings. Since the quality of the interaction for school district personnel is instrumental, actual communication tends to be assigned to lower-ranking staff members.

The findings of this study are presented below:

1. The construction of school facilities is not successful unless the building being constructed turns out to be a school. The success is dependent on the permanence of the executive function lodged in the facilities planner, the permanence of the architect, the early participation of the principal, and finally, the active involvement of a school board member or community representative.

2. It is necessary to have a permanent core of individuals who are engaged throughout the process: the facilities planner, the architect, the principal, and the school board member or community representative.

3. Linking the source of need for school facilities to funding sources facilitates the process. Three sources of need are: replacement of inadequate facilities, population displacement, and new development. Sources of funding appear to be more legitimate and accessible for new development than for either population displacement or replacement of older facilities. The implications are that school building maintenance is given low priority.

4. A systematic way of obtaining funds for school districts to build the needed school facilities is necessary. The five most common sources of funding are the state, GOBs, Mello-Roos, developer and redevelopment fees.

5. Symbolic gestures such as groundbreaking, school dedication and other such ceremonies are proper means for school districts to inform and involve the community in the project.

6. The full utilization of school facilities by the school district and community grants ownership and responsibility for the protection and continued upkeep of the building to all.

7. There will always be the tension between state agencies and school districts because of the inherent vertical interdependence between the two, and interdependence that ensures school districts will respond to social and educational needs.

8. The state and school district relate on the bases of regulation, fiscal allocation and control, and technical and symbolic support. Interpersonal avoidance increases as the fiscal and regulatory bases for relating to each other escalate. Symbolic and technical support serve to soften the regulatory and fiscal interdependency of the district on state agencies.

- **School Dropout Project**

Research Team
Project Investigator Don MacMillan
Co-Project Investigator Irving Hendrick
Assistant Research Educationist Rita Hemsley

For five years, beginning in 1988, the entire ninth-grade population of two large districts were followed throughout high school in an effort to confirm a causal model for the high school dropout phenomena. The project specified a complex structural model with causal (both indirect and direct) paths leading toward a departure decision. Data have been obtained to fill the following hypothesized causal constructs:

- Family background
- Demographics
- School and work history
- Goals and attitudes
- School characteristics
- Academic performance
- Extracurricular activities and job status
- Peer group influence
- School behavior
- Proficiency Test (MCT) status

Students were surveyed annually, and close contact has been kept with both districts' data processing personnel in order to ascertain the data necessary to confirm the specified model.

Our research continues to explore the implications of the important variations within student subpopulations (e.g., ethnicity, gender, educational status, SES, etc.). These are considered both as descriptors of the dropout phenomena as well as contributors to the dropout model. These subpopulations of students disproportionately contribute to the dropout rate. To the extent that a fundamental definition can be achieved, it must also be useful for these subpopulations for which the rate varies substantially.

Funded with a nine-month continuation grant from the Federal Government, the project is currently completing analyses to be included in the final report. This report will provide simple, descriptive data as well as illustrate the issues surrounding the arrival at "simple" dropout rates. Challenges we have faced in arriving at the divisor and dividend in calculating the dropout quotient will also be presented. Contact the CERC office to obtain a copy of this report, available later this spring.

- **School Restructuring**

Research Team
Project Investigator Rodney T. Ogawa
CERC Fellow Jo Sargent Dutton

In 1993, the Research Planning Council focused CERC's School Restructuring Project on the specific issue of parental choice in public education. Interest in parental choice was high due to a statewide initiative proposing an educational voucher program for California. An ad hoc committee of RPC representatives was convened to advise the research team. Based on this committee's input and feedback, the research team planned two tasks: (1) a review of literature on parental choice in education that would be made available to CERC members prior to the vote on the voucher initiative in November, 1993; and (2) a survey of parents' views on choice, attitudes towards schools and involvement in school-related activities that would be conducted in the spring of 1994.

During the RPC meeting held on September 10, 1993, the research team presented the results of the literature review and distributed copies of *A Review of Research on Parental Choice in Education*. The review describes the most prominent types of parental choice programs in the United States, lists the assumptions about how parental choice is expected to improve the academic performance of schools, and examines the findings of research that bear on those assumptions. The literature review will be published by the journal *Urban Education*.

The research team is completing plans to conduct a survey of parents. It has developed and piloted a questionnaire aimed at answering following questions:

- How did parents vote on the 1993 voucher initiative?
- To what extent are parents interested in various forms of school choice?
- What would parents emphasize when selecting schools?
- How satisfied are parents with their children's schools?
- What expectations do parents have for their children's education?
- To what extent are parents involved in school-related activities?

The survey will be conducted in seven CERC member districts. Questionnaires will be distributed to the parents/guardians of students in a random sample of ten percent of the classrooms in participating districts' elementary schools and ten percent of English classes in participating districts' secondary schools. The research team will analyze data for each participating district and report its findings to the respective district. The team will also analyze data across the seven districts and report its overall findings to CERC members.

- **School District System Reform:**
  A Case Study of Strategic Planning, Site-Based Management, and Outcome-Based Education in Victor Elementary School District

Research Team
Project Investigator Douglas Mitchell
CERC Fellow Jean Treiman

Introduction

Over the past dozen years, more than a third of the nation's schools have adopted some form of Site-Based Management, making this the most popular school reform strategy of the 1980s. Support for site-based management is driven by the belief that school districts need to disperse and deregulate the power and authority of the central office in order to create more effective schools. Moreover, those who advocate shifting managerial control from central offices to school sites assume that individual schools are the ultimate targets for reform because they are the most appropriate loci for basic decisions about the education of children—decisions best made by parents, teachers and principals, the people "closest to the action." While specifics vary widely, reformers agree that the most basic element of site-based management is the development of participatory modes of decision making. Other elements include decentralization of budgetary processes, personnel matters, instructional programs, organizational production functions, information inputs or outputs, the assessment of performance, and the distribution of rewards and incentives. By any measure, such changes are complex and systemic. In order to understand either the character or the impact of any Site-Based Management design, it is important to examine its implementation in the context of overall school district operations.

Method

The study presented here is the result of an ongoing working relationship between the authors and a rapidly growing Southern California elementary school district. We have had a unique opportunity for extended observation of the development, implementation and operation of complete systemic reform driven initially by a move toward site-based management. We have seen how it was politically stimulated, organizationally supported and operationally implemented. The fabric of systemic change in this elementary school district is woven from three conceptual threads. Strategic planning provides an institutional thread, linking the change process to organizational culture; site-based management provides an organizational thread in shaping new staff roles and redirecting

decision making processes; and outcome-based education provides an operational thread to the story delineating the new role of the central office. Data gathered to prepare this report were obtained over a three-year period through repeated in-depth interviews with the superintendent, 3 board members, a total of 13 teachers, 3 principals and 3 members of the superintendent's cabinet. Thirty-five documents and twelve district newsletters were gathered covering a wide variety of historical information.

Case Summary

Reform and restructuring in Victor Elementary School District began with social and political turbulence. Destabilization was caused by a combination of demographic and economic changes that altered the make-up of the district population and brought important new demands for program change and participatory governance to bear on a staid traditional bureaucratic educational system. Following a period of population decline, explosive population growth was accompanied by a rethinking of educational values and demands for budget and program planning openness during the late 1970s and early 1980s.

Adding to local instability was an important state-level change in the design of school governance. School improvement legislation created site-level governance structures intended to strengthen the involvement of parents who were expected to open a "closed" policy and program planning system. Public confrontation between the superintendent and parents at one elementary school shifted moral legitimacy and political initiative into the hands of lay leaders. The loss of prestige suffered by the superintendent who resisted parental budget initiatives rendered him impotent as a public leader and threatened the political legitimacy of the board. Appointment of a dissident parent to the board re-established the political legitimacy of the board and helped to attract public support for change. Then, over a period of three years, turnover in the board membership shifted power and gave support to a redesign of the school organization. The new design called for changes in both the form and the functions of school district governance and management.

With broad-based political support for a new conception of district governance well established, the process of systemic restructuring began with the appointment of a new superintendent. The new district executive was ideologically aligned with the beliefs of the new board and with the national reform agenda of the so-called "Effective Schools" movement. His installation constituted the initiation of full-scale institutional, organizational and operational reform. Typical of American school governance systems, both board members and administrative leaders initially rejected the legitimacy of political demands for change. They tried to ignore or discredit those who led the reform. As a

FIGURE 4.
Comparison of Traditional and Restructured Premises
in the Victor Elementary School District

	Traditional Premises	Restructured Premises
Institutional level: Strategic Planning is . .	. . . a technical process used to identify the most effective and efficient approaches to program design, policy formation, and resource allocation.	. . . a social process used to build political legitimacy by eliciting both professional and community support for the vision and goals of the public schools.
Organizational level: Management authority is . .	. . . centralized in executive leaders in order to: 1) assure that uniform standards of practice are developed, and 2) guarantee that staff follow the dictates of board policy and sound professional practice.	. . . decentralized to school-site staff in order to: 1) encourage program and practice adjustment to individual needs and contextual complexity, and 2) redirect central administrators to leadership rather than managerial roles.
Operational level: Outcomes assessment is used to . .	. . . assess the effectiveness of established programs, monitor the impact of professional practices, direct resources to the points of greatest need, or direct supervision effort to points of greatest weakness.	. . . link goals and objectives to site-based management processes, determine what practices best serve districtwide goals, or control the flow of performance incentives from executive leaders to site managers and staff.

consequence, once political change penetrated the board, replacing its traditionalist governance ideology with a change-oriented progressivism, extensive administrative and policy changes became inevitable. Since early resistance damaged the credibility of the district leadership, political victory for the new leaders made sweeping restructuring and reform, rather than piecemeal accommodation, a defining characteristic of the change process. This aspect of the Victor Elementary case reaffirms basic elements in the political realignment process described by Schattschneider (1960) and Burnham (1970). This critical election perspective has been well developed by the stream of research initiated by Iannacconne and Lutz (1970) and continued by a substantial body of scholars who utilize the term "dissatisfaction theory" to describe their belief that democratic control of public education is expressed through episodic political conflict. Within this stream of political research, the only unique feature of the Victor case was the appointment of an insurgent to fill a vacancy on the board when she so strongly dissented from the dominant board position on district policy and management. This political reform through appointment feature only serves to confirm, however, a central tenet of dissatisfaction theory—that change comes through visible political conflict followed by changes in key personnel.

Summary of Case Analysis

The unique character of Victor Elementary School District's systemic change lies in the convergence of three distinct reform initiatives: strategic planning, site-based management and outcome-based education. Taken together, these three initiatives served to transform the institutional character, the organizational structure and the operational practices of the school district. As shown in Figure 4, each of the three basic reform initiatives in Victor Elementary School District was accompanied by evidence of a critical shift in the premises used to guide thinking and decisions among staff and community leaders. As the systemic reform process evolved, however, the presumed meaning and function of outcomes assessment shifted dramatically. Under the new system, assessment is presumed to link district goals and objectives to site-based management processes by determining which sites are effectively pursuing districtwide goals and then controlling the flow of incentives from executive leaders to site managers, staff and students. To the extent that teachers are in the best position to decide how to reach desired educational goals, outcome-based education presents itself as a natural way to manage educational productivity. This management approach encourages central administration to rely on allocating incentives to focus staff energy and effort on reaching those goals.

Conclusions

We conclude this exploration of Victor's systemic reform with a brief reflection of how it challenges classical organization theory. Ever since Max Weber (Gerth & Mills, 1946) argued that bureaucracy is the hallmark of modern social organization, social theorists have assumed that productive organizations are created through the adoption of goals and the specification of rules and regulations that guide workers in the pursuit of those goals. For most of the twentieth century, schools have been urged to become more fully bureaucratized. In the last decade, by contrast, serious questions have been raised about whether bureaucratized schools are able to effectively deliver needed instruction. It has been seriously argued that the effort to rationalize teacher behavior has destroyed the flexibility and sensitivity needed to respond to differences among students. The Victor reform design offers a way around this dilemma by assigning to central administration the responsibility of setting forth educational goals and monitoring progress toward them—without specifying how teachers and other site staff should act in order to reach the established educational goals. The Victor solution is also risky because it seeks to control site-based activity through incentives alone, without developing or supervising job performance standards. If teachers and site administrators are unwilling or unable to accept the legitimacy of district-level goals, or if they do not accept the measures used to assess their attainment, we would expect a significant erosion of morale and of work effort.

We have identified the changed premises that give the new system a sense of logic and coherence, and we have examined the ways in which it represents a challenge to traditional theories of social organization and control. We plan to continue monitoring the district's planning and management systems, and to continue tracking the results of its outcome-based approach to control over task performance.

- **Year-Round Education—Social Impact**

Research Team
Project Investigator Jane Zykowski
Assistant Research Educationist Rita Hemsley
CERC Fellow Jake Zhu

Overview

Implementation of multitrack year-round calendars has become an attractive solution to the housing of school children in the overcrowded classrooms of this nation. Its ability to increase classroom capacity by extending the school calendar and reconfiguring the

school day has garnered attention from the National Commission on Time and Learning. California has been looked upon as the leader in the year-round movement. Its burgeoning school enrollments and limited revenues have resulted in shortages of classrooms. Multitrack year-round school calendars increase classroom capacity and thus provide attractive options for these districts. However, it changes the way school districts traditionally conduct business—twelve months rather than nine. CERC members are aware that such changes in school operations can lead to concern and conflict and, therefore, chose this topic for study.

Purpose

The purpose of CERC's Year-Round Education Social Impact study was twofold: first, to identify the social and organizational issues of concern to parents, students, and public school personnel when school districts implement multitrack year-round school calendars; second, to determine the extent to which knowledge and length of experience affect satisfaction with year-round schooling.

Data Collection

Surveys were administered in 12 schools (8 elementary, 2 middle and 2 high schools) at varying stages of year-round school implementation. Four of these schools were operating year-round calendars, four were transitioning to year-round calendars, and four were exploring the option of moving to year-round. The sample included 329 school personnel, 1650 parents, and 3217 students in grades 4 through 12 who were selected at random from the Perris Union High School District, Perris Elementary District and Moreno Valley Unified School District in Riverside County, California.

Findings

Major findings determined through the application of sophisticated data analysis techniques reveal that the relationship between length of time involved in and depth of knowledge of year-round education does not improve satisfaction over time. (*See Figure 5.*)

Additionally, findings identify social adjustment issues of concern to parents, students, and school employees. Mean scores reported in Figure 6 indicate areas of concern for each group. It should be noted that combination classes, more than one grade level of children in a classroom, are reported as problematic by students and school employees. As might be expected, parental concerns focus on issues of personal scheduling and child care. School employees' concerns focus on the physical issues of more clerical staff, materials storage, and schedules of special need and transfer students.

FIGURE 5.
Length of Time with Year-Round Education
and Satisfaction for Parents and School Employees

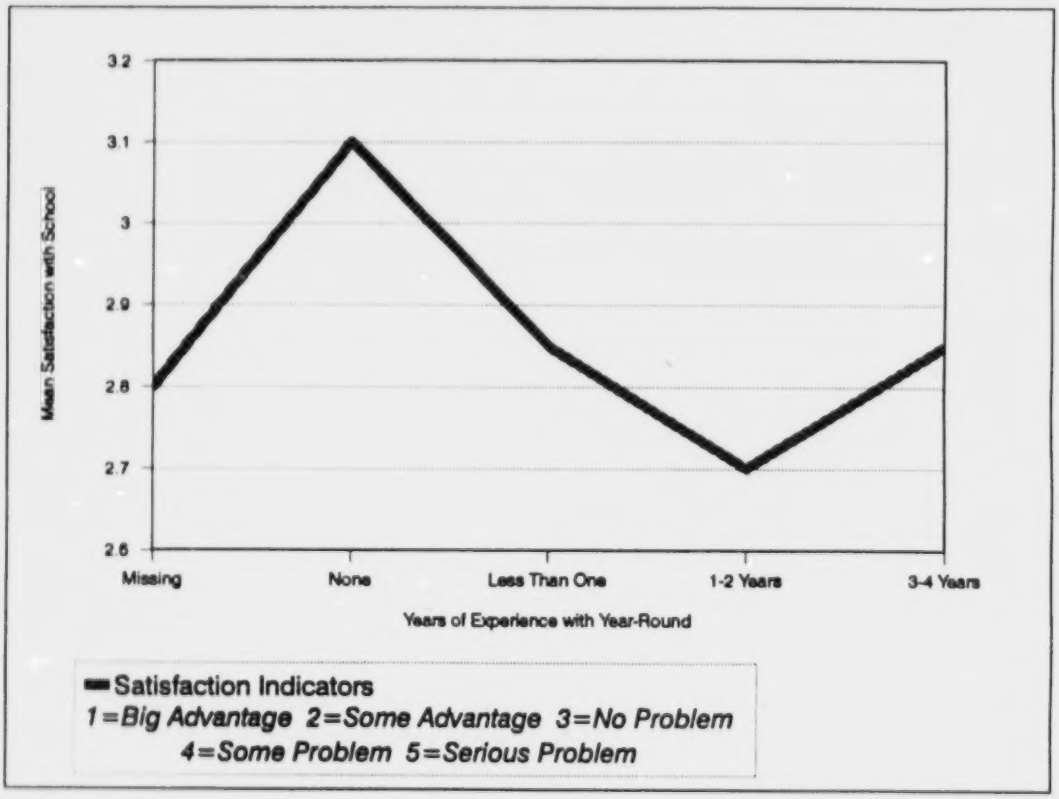


FIGURE 6.
Critical Adjustment Issues
for Students, Parents, and School Employees by Mean Score

Issue of Concern	Some Problem			Mean Scores		
Sample Group by Size	Students N=3217	Parents N=1650	School Employees N=329	Students	Parents	School Employees
More Graffiti and Break-ins	yes	no	no	3.85		
Combination Classes	yes	no	yes	3.58		4.34
Availability of Vacations	no	yes	no		3.59	
Changes in Personal Schedules	no	yes	no		3.57	
Satisfactory Child Care	no	yes	no		3.52	
Need for Clerical Staff	no	no	yes			4.23
Storage of Instructional Materials	no	no	yes			4.16
Assigning Students to Classes	no	no	yes			4.09
Scheduling of Classes for Special Education Students	no	no	yes			4.05

Professional Practice Implications

The information gained from this study represents a critical advance in understanding and isolating the social impact issues of concern to students, parents and school employees when transitioning from traditional to year-round calendar operations. Using the findings from this study, school practitioners can strategically plan resolutions for these concerns before they become sources of conflict.

MEMBER RESEARCH

- **Healthy Start**

Research Team
Project Investigator Douglas Mitchell
CERC Fellow Aida Quiles

Riverside County Office of Education and the California Educational Research Cooperative have agreed to collaborate in the development of a Collaborative Management Information System for the social service and educational agencies participating in the Riverside County Office of Education Healthy Start Network. Healthy Start is part of a larger network of school-linked integrated support services programs which are currently being implemented throughout the nation. The Healthy Start Program in California was established by Senate Bill 620 (1991). This bill comprises a critical element in Governor Wilson's 1991 initiatives. The primary intent of these initiatives was, and to date still remains, to encourage preventative programs and early intervention programs which insure that children come to school ready and able to learn. Healthy Start offers funding to school districts, county offices of education, and Local Education Agencies (LEA) consortia to develop innovative collaborative partnerships to meet the academic support, social service, health and mental health needs of children and their families. The intent is to provide a centralized integrated delivery of support services at or near the school site.

The CERC Project will be primarily an executive support project. CERC will gather information regarding existing data processing systems. A careful study of these systems will be conducted in conjunction with the objectives identified by the proposed Interagency Task Force, to be created through the Executive Council for Children and Families. A two-tiered plan for information management will be developed. A plan will be created to assist agencies in linking their diverse data systems with other agencies in order to facilitate the coordination of the delivery of services for children and their

families. The second component to the information management system will consist of development of a plan to assist and guide the individual agencies and projects in developing their own management information systems.

CERC current activities in support of the Healthy Start Project include:

- *Literature Review*
  Review of the professional scholarly literature to determine:

  1. What procedures are used to establish School-Linked Services and Interagency Collaborative Agreements?

  2. What research findings describe the operation of Healthy Start Programs?

  3. What are the findings of research studies evaluating outcomes of Healthy Start Programs?

  4. What are the obstacles and barriers encountered in the planning, implementation and administration of Interagency and School-Linked Services Collaboratives?

- *Healthy Start Directory*
  A Riverside County Healthy Start Directory will be developed which includes the following:

  1. Identification of key offices and personnel at the state level that are participating in the Healthy Start initiative.

  2. Identification of operational Healthy Start programs and other school-linked services programs currently operating in Riverside County and implemented through local school sites.

  3. Identification of health, mental health, academic and other support service agencies in Riverside County currently involved in the delivery of school-linked services to children and their families.

- *Member Survey*
  A survey will be administered to CERC member districts to determine participation in programs providing the delivery of school-linked services.

The overall aim of these activities is to provide both social service agencies' executives and local school districts' leaders with planning and implementation resources to improve the quality and effectiveness of collaborative services.

- **Evaluation of Three Projects for the East San Gabriel Valley Regional Occupational Program**

  I. Tech-Prep Demonstration and Dissemination Project
  II. Business/Education Partnerships
  III. School-to-Work Transition Project

Research Team
Project Investigator Rita Hemsley

The activities of the School-To-Work and Tech-Prep Projects are based upon the partnerships formed by the Business/Education Project and disseminated via the Tech-Prep program funding. As such, while the research activities for each of these projects address unique and separate issues, they are supported with a common data set. The ensuing update is based on the common evaluation activities generated from these three projects. Activities unique to each of the projects are then reported separately.

Background

The East San Gabriel Valley Regional Occupational Program (ESGVROP) in cooperation with area community colleges, trade schools, and universities, has operated successful articulation programs for a number of years. These model programs provide articulated, coordinated, and sequentially structured objectives that prepare students for a smooth transition from high school into college. Between 1987 and 1991 a follow-up study was conducted comparing students participating in one of the ROP's model programs with high school students on the general track. This study documented significantly higher rates of high school graduation and pursuit of higher education among students in the program. The program was named Outstanding Vocational-Technical Training Program of the Region by the U.S. Secretary of Education and was identified as a SCANS demonstration site by the U.S. Department of Labor. With this level of recognition has come a demand for more information about replicating the program components elsewhere.

Evaluation Questions

The California Educational Research Cooperative has been commissioned to act as project evaluator for the Tech-Prep, Business/Education Partnerships, and School-to-Work Transition Projects. The issues addressed in these projects are not without significant interest to the academic community. The research findings on these issues have important implications to government offices and providers of vocational education alike. In evaluating these programs, CERC is addressing the following questions that all three programs have in common:

1. What is the effect of the program? How well do available data document performance of the program as implemented?

2. To what extent do the data demonstrate a clear link between program characteristics and measured student outcomes, thus ruling out alternative explanations?

3. Does the Model have longitudinal effectiveness and success?

4. Does the Model demonstrate differential effectiveness for different kinds of students?

5. Which components of the Model are the most effective in contributing to the desired outcomes such as pursuit of higher education and career mobility?

6. Which components of the Model can be most readily replicated in other sites?

7. To what extent has the ROP served as a demonstration site for others to visit and observe?

8. How effective has the ROP been in producing and disseminating information on how to implement the model program?

9. What are the cultural, legislative, fiscal, and other barriers to operating effective school-to-work programs?

10. How does the service delivery model balance money, time and resources inputs against program outcomes?

Research Questions

CERC's evaluation activities are designed to answer several research questions:

1. How do students in the model program compare with similar students in other programs on the following outcome measures:

    a. High school graduation
    b. Employment after school
    c. Placement in management track jobs
    d. Level of post-secondary training and education
    e. Career and educational aspirations

2. To what extent can positive student outcomes be explained by the following program components or characteristics:

    a. 2+2 articulation agreements with colleges
    b. Intensive assessments
    c. Transportation services
    d. Tutors and/or mentors
    e. Job coaching
    f. Individualized instruction
    g. Various links to business and industry
    h. Child care services
    i. Counseling services
    j. Drug abuse intervention
    k. Staff development
    l. Job readiness training
    m. Job placement services

3. What are the relationships between various business partnership involvements and any of the following change variables:

    a. Curriculum which is responsive to industry needs
    b. Ease of student placement in industry jobs
    c. Creation of new jobs

I. Tech-Prep Demonstration and Dissemination Project

One unique focus of the Tech-Prep Project is to evaluate the effectiveness with which the ROP carries out its demonstration and dissemination missions. To assist in the development of materials for dissemination, the ROP has obtained a federal grant which commissions them to serve as a national demonstration site as well as to take on a training role across the nation. As trainers, the Tech-Prep staff develop training materials and promote the replication of those characteristics of the program most directly related to the successful placement of high-risk students in college-level training programs. This first year of the project the Tech-Prep staff has developed a handbook, *The Connecting Link: a Handbook for Personal Achievement* to be used by school counselors and students in developing an articulated 2+2+2 program. Three addenda to the handbook have recently been completed: CAD, Electronics, and Printing/Graphics. The handbook is designed so that students, in cooperation with their counselors and instructors, can use a completed handbook as a portfolio when seeking employment. Five additional handbooks will be available within the next six months, topics ranging from implementation of career preparation programs to peer tutoring and business mentoring for at-risk students. In the last few months the ROP has received over 600 requests for these products.

II. Business/Education Partnerships

The ESGVROP has, since August of 1991, been implementing a project to establish the Los Angeles Business/Education Partnership Cooperative (LABEPC). The project set out to develop and maintain synergistic business/education partnerships which facilitate successful school-to-work transitions for at-risk youth. This five-year project is funded through a grant from the Federal Department of Education.

The LABEPC Project encompasses academic, vocational and curriculum-based assessment; career guidance and career exploration; specialized tutoring and job coaching; individualized academic skill development; personalized job-specific skills development; and opportunities and support services to help students continue a program of education after graduation. Participating businesses, agencies, and colleges are involved in preparing targeted students both academically and vocationally for employment opportunities and/or continuing education.

Last spring, CERC, in cooperation with the LABEPC, conducted a statewide survey of all ROPs, High School District Vocational Education Directors, Directors of Adult Education, Community Colleges, and Partnership Academies. Twenty-two percent of those surveyed responded (n = 236). The survey addressed the following nine areas:

1. Sources of funding
2. Types of training programs
3. Work-site learning opportunities
4. Businessperson involvements
5. Business supports of education
6. Staff development topics
7. Support services provided
8. Internal evaluations
9. Follow-up evaluation content

The results indicate that:

- ADA and Perkins funds are most frequent sources, with most of those surveyed being funded by one or two sources only.

- The most common type of training program is the business/office occupations program, with health related training the second largest, comprising about two-thirds of the student population. Automotive, retail sales and child care are each less than one-half of the student population.

- Field trips and paid and unpaid work-site instruction are the most common opportunities, with job shadowing offered by fewer than half of those surveyed.

- Affiliation with an ROP increases the number and type of opportunities for high school students.

- ROPs, Partnership Academies, and Community Colleges involve business persons most frequently as advisory committee members or as lecturers/demonstrators.

- Partnership Academies use businesspersons as mentors and tutors most often, while ROPs use them more for program evaluation, as job coaches, for work-site instruction, and for curriculum development.

III. School-To-Work Transition Project

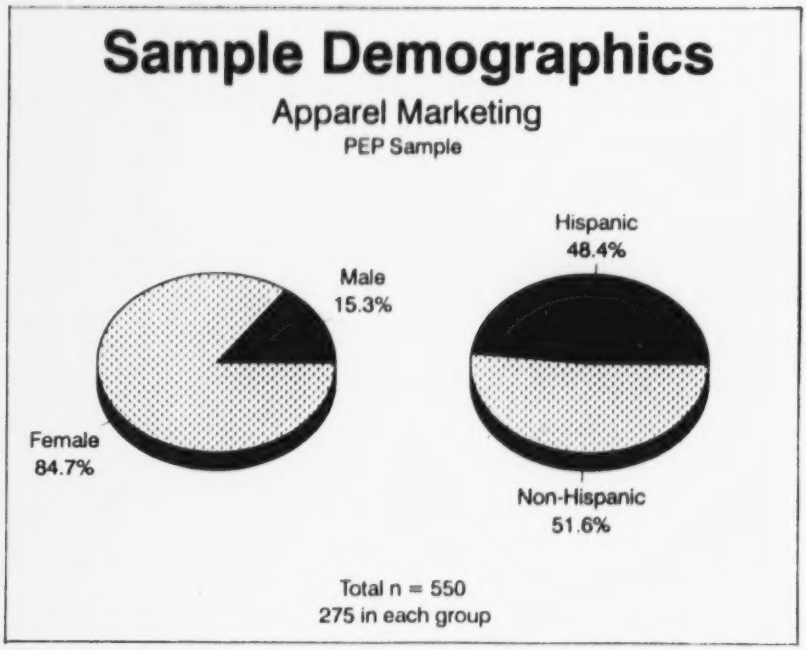
Results of preliminary analyses, prepared by former **Principal Investigator, James Dick,** were presented by **Principal Investigator, Rita Hemsley** at the annual conference of the Office of Educational Research and Innovation in November 1993. Through this, and the testimony to the Senate Labor Committee by **Superintendent Laurel Adler,** preliminary findings became more publicly available. Two news articles based on the available preliminary data were published in November 1993, one in *Vocational Training News* and the second in *Employment and Training Reporter*. In January, **Dr. Adler** and **Dr. Hemsley** were requested to present the results to members of the California State Legislature. As a consequence of these activities, and an increase in visibility and interest in STW transition programs, CERC has received over a hundred requests for information regarding the evaluation of this program.

Current attention is focused on the preparation and analyses of the student data set for a Program Effectiveness Panel submission. Analyses were designed to address four claims. Students receiving vocational training (treatment group) are more likely than students in a general education program (control group) to:

1. Graduate from high school.
2. Attend institutes of post-secondary education.
3. Secure employment.
4. Work in upwardly mobile positions.

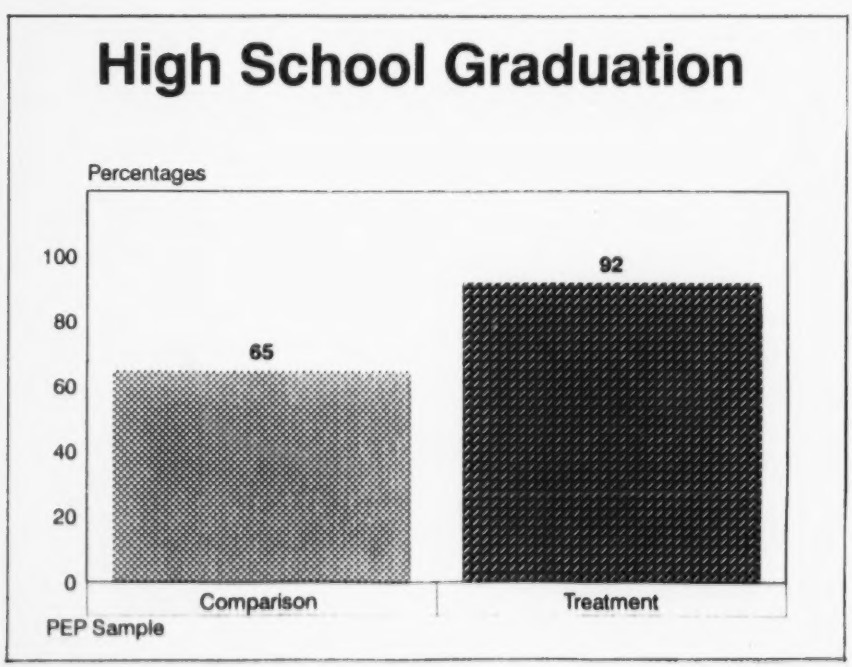
Prior to analyses, the data were conditioned to better control for confounds in interpretation. Specifically, both research groups were stratified by sophomore GPA, ethnicity and gender. Random sampling procedures were followed to match the control group's distribution of sophomore GPA, ethnicity and gender with the distribution of the treatment group. Five hundred fifty students were included in the study, two hundred seventy-five in each research group. (*Please see Figure 7.*)

FIGURE 7.



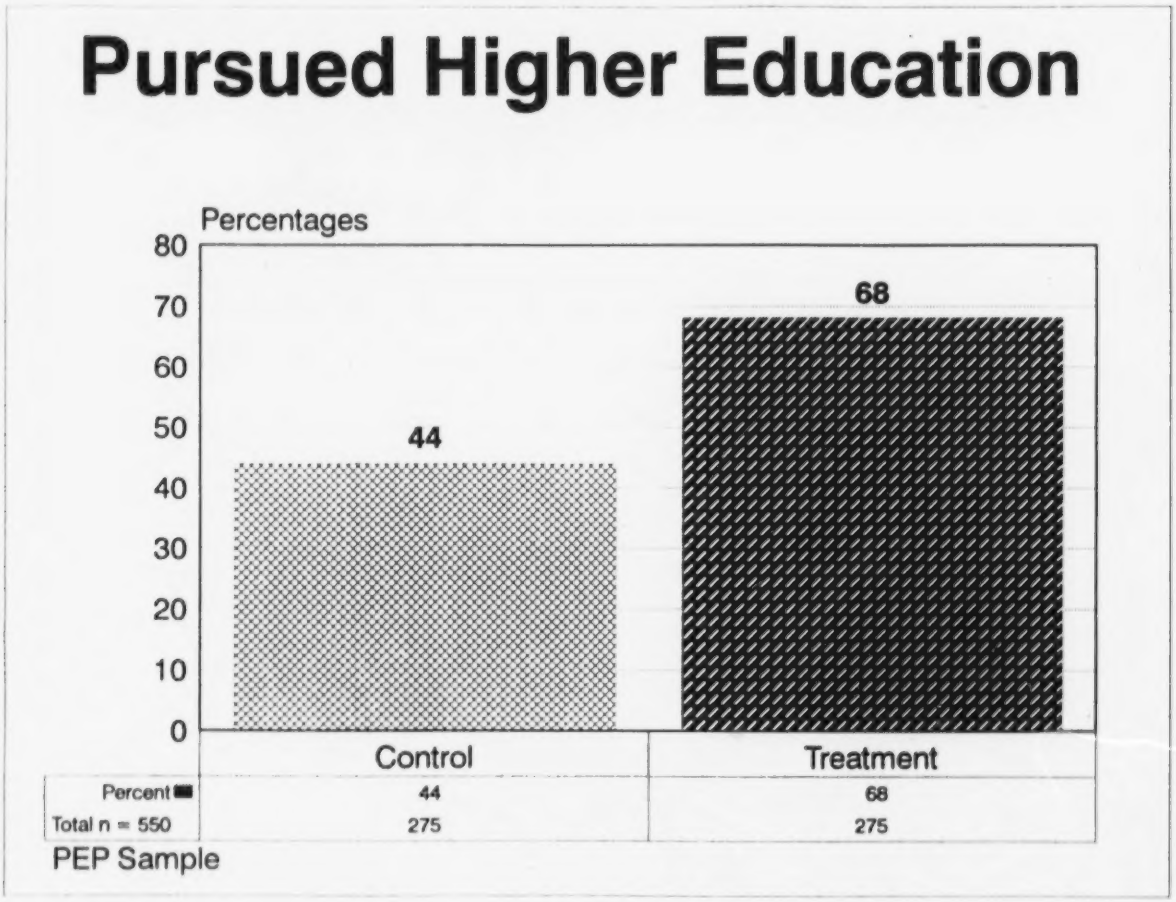
The High School graduation rate of students receiving ROP training was 92%, significantly higher than the 65% of the students in the matched comparison sample.

FIGURE 8.



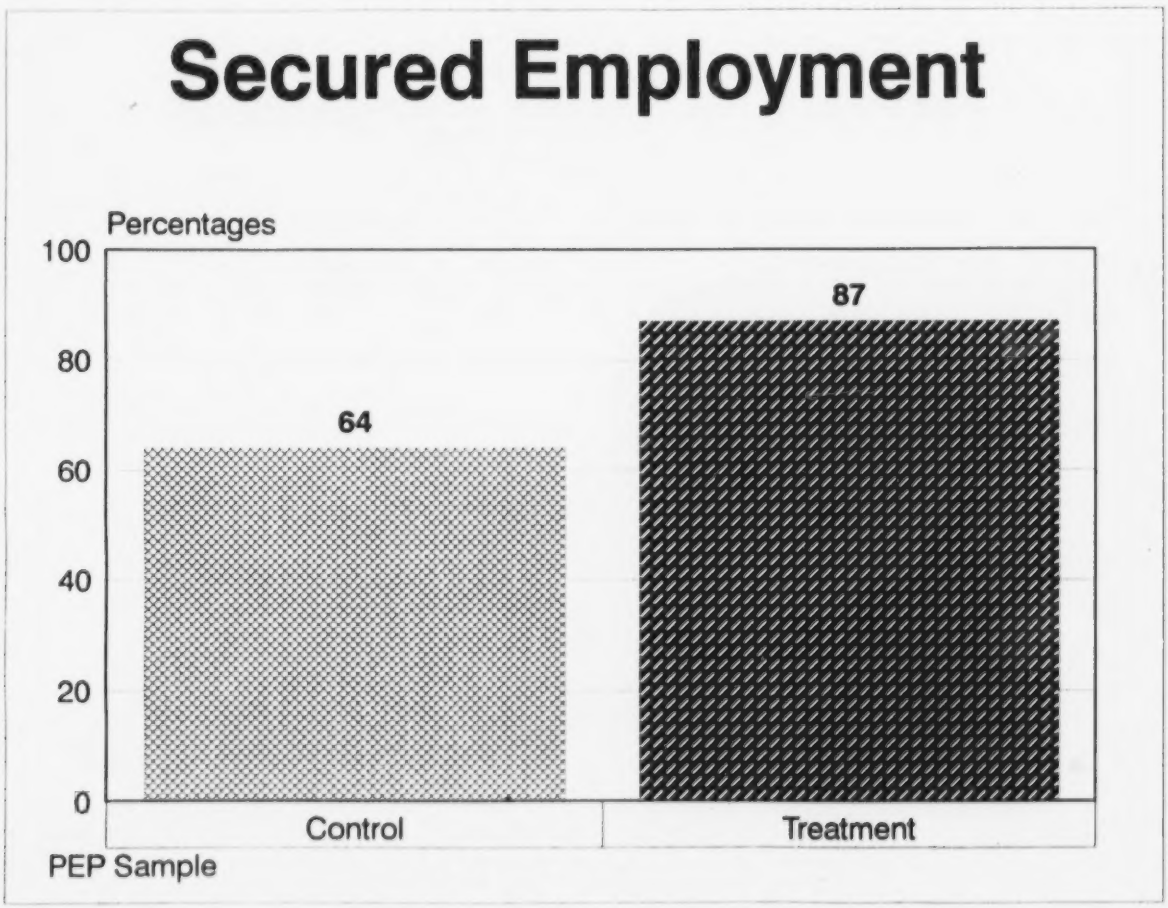
A second claim made in the Program Effectiveness Panel (PEP) document is that students receiving the ROP treatment will pursue Higher Education more often than those in the comparison group. Following is a display of the percentages of those attending an institute of Higher Education (Tech/Trade school, Community College, or a University).

FIGURE 9.



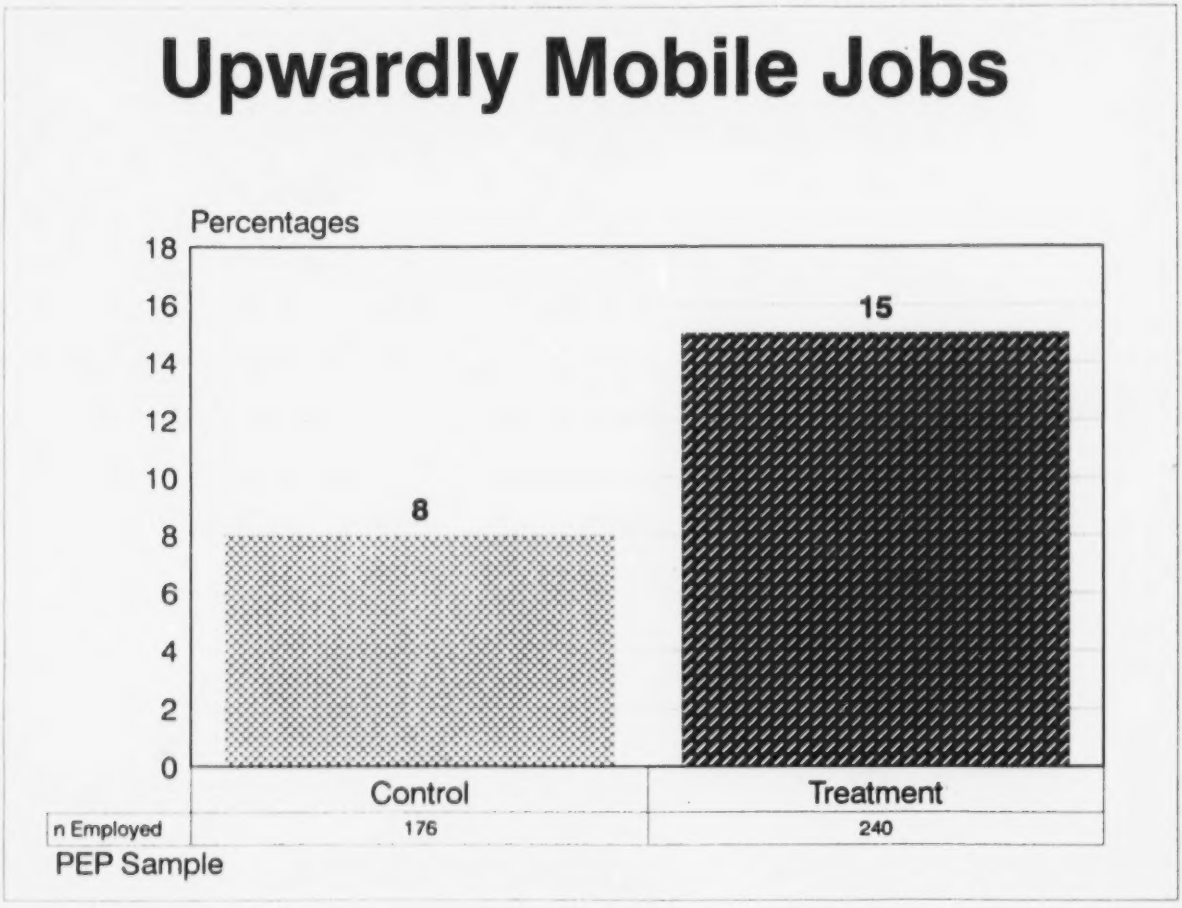
The third claim made by the PEP submission is that the treatment group would find employment more frequently than the comparison group. Following is a display of the data supporting that claim.

FIGURE 10.



Of the students with jobs, it was claimed that those in the treatment group would enjoy more upwardly mobile positions than those in the comparison group. The data substantiated this claim, with almost twice as the percentage of ROP students holding upwardly mobile positions as those in the comparison group. The following graphic displays this significant difference.

FIGURE 11.



The PEP document is in the final stages prior to submission. Each of the four claims made by the program are supported by the data with a statistically significant, as well as meaningful, difference between the treatment and comparison groups. That the differences are consistently in favor of the treatment group is most encouraging and exciting.

Currently data collection activities have been facilitated by the development of a set of machine-scannable data collection forms. Three forms have been designed to collect data on student assessment and career planning, student involvement in various components of the model program and follow-up information. These forms have been in use for several months, and scanning is pending. Data from them will allow CERC and ESGVROP to better understand the type of student who enrolls in their programs as well as the differential impact that each program makes on different profiles of students.

- **Evaluation of the Rehabilitation Workshop and Facility Personnel Cooperative Training Project for the East San Gabriel Valley Regional Occupational Program**

  Research Team
  Project Investigator Rita Hemsley

The East San Gabriel Valley Regional Occupational Program (ESGVROP) received a grant to develop short-term and long-term model curricula and training programs for personnel who serve individuals with severe handicaps. These training programs particularly address the need for trained personnel to serve the handicapped in workshop and supported employment settings. Participants in the training program are prepared both vocationally and academically for employment advancement opportunities and/or for continuing their education.

In the role of project evaluator, CERC conducted an informal survey of personnel who work with the disabled, a first step in confirming the need for training of personnel. Curriculum materials have been compiled and piloted in several long-term and short-term training sessions. An evaluation team has been meeting to review and refine these curriculum materials and prepare them for dissemination. More than 200 students have been enrolled in the program since March 1993. For each enrollee an individual training plan has been developed shortly after enrollment. Articulation agreements with area colleges are being established, and relationships with various community agencies are being fostered to develop employment opportunities for program graduates. CERC is in the process of conducting a formal evaluation of the above components of the project.

<u>Research Questions</u>

Data analysis will address these questions and issues:

1. To what extent were project goals realized—how well does available data document the performance of the Model as designed and implemented?

2. To what extent do the data demonstrate a clear link between program characteristics and student activities, thus ruling out alternative explanations?

3. Does the Model have longitudinal effectiveness and success?

4. Does the Model demonstrate differential effectiveness for different kinds of students?

5. How does the service delivery model balance money, time and resources inputs against program outcomes?

During this first year of the project we limited the evaluation follow-up to a series of questions regarding the success in helping the disabled consumers get and keep competitive jobs. Moving to higher level jobs in this case has been loosely defined as receiving a promotion, getting a pay raise, or getting a management level job title such as program coordinator, assistant director, or job developer. Following are some preliminary findings from the year-one analyses:

- Three-quarters of the trainees report that they have more opportunities for advancement on their jobs due to training.

- Roughly seventeen percent of both trainees and employers indicated that promotions have taken place as a result of course completion.

- Seventy-five percent of the trainees report that their consumers have been employed due to improvements in their own work skills.

- Over three-fourths of the trainees report that their consumers were better able to maintain their jobs.

Implications

The Americans with Disabilities Act drastically changes the way all sectors of society relate to individuals with disabilities. A primary educational target population in leading the changes in societal perceptions toward the disabled is the group toward which this model program is directed. To the extent this program proves to be cost-effective and successful in raising the professionalism, quality of service, and career opportunities of individuals serving this special population group, it could have a significant impact on educational agendas both in the state and nationwide.

- **Strategic Interventions for Improving Hispanic High School Students' Attitudes and Academic Engagement**

  Research Team
  Project Investigator DeWayne Mason

During the summer of 1991, the Coachella Valley Unified School District commissioned CERC to conduct a comprehensive assessment of their high school program and a review of the literature on effective high school practices. This research, aimed at identifying interventions that will improve students' attitudes, academic engagement, and learning outcomes also documents the change process used and the effects of the interventions developed. **Professor DeWayne Mason** is presently collecting survey and interview data as well as field study observations in order to facilitate staff development, programmatic changes, and assessments of change processes and effects. This attempt to positively impact student attitudes and achievement has been supported by the Riverside County Office of Education and Senate Bill 1882 funds for staff development. A change process that includes involvement of steering and subcommittee members from the school and community has been put into place, and these leaders are using the collected data to fine tune implementation of intervention strategies.

A third round of data collection is under way during the 1993-1994 school year. Results of year-two data collections indicate modest effects of the restructuring program and improved staff attitudes in a variety of areas.

- **Val Verde Unified School District Community Satisfaction Survey**

  Research Team
  Project Investigator Rita Hemsley
  CERC Fellow Duane Covrig

Purpose and Procedures

The 1991 unification of Val Verde Unified School District (VVUSD) generated momentous challenges for the new district's Board of Education and professional staff. In addition to meeting the needs of a rapidly growing student body, the new district needed to develop strategic, long-range plans for assuring continued success of the district. In May 1993, a five-year strategic plan was designed for this purpose. As an extension of this planning process, the Val Verde Unified School District Board of Education commissioned California Educational Research Cooperative at the University

of California, Riverside to create and conduct a broad-based survey of community interest and satisfaction. CERC designed the Community Satisfaction Survey to serve three purposes:

1. Validation of the five-year strategic plan.

2. Generation of up-to-date information on the demographic characteristics of community, students and staff.

3. Solicitation of feelings and opinions about educational services provided by the district.

Working with the VVUSD Board of Education, district administration, and a community panel, CERC designed a survey in English and Spanish that elicited community, student and staff opinions regarding levels of importance and satisfaction on the following eight issues:

1. Community involvement
2. School management
3. Technology
4. Curriculum and instructional climate
5. Facilities
6. Safety
7. Human resources
8. Fiscal responsibility

These eight issues formed the basis of the 43-question survey instrument.

Data were secured from the Riverside County Office of Education and DataOne in order to generate phone numbers of both parents and voters within the district. Stratified random sampling by school boundary and ethnicity was completed on this data using SPSS 6.0 statistical package. These sampling procedures ensured an equal opportunity for response by members in each strata, thus making it possible to replicate the population demographics.

The surveying started with telephone interviewing of community members—parents, voters and business people. The survey concluded with on-site surveying of district staff, both classified and certificated, and high school students. Graduate students and off-track educators were trained to administer the survey. Bilingual Spanish-speaking interviewers and a Spanish version of the instrument were used for those who spoke Spanish.

Results of Survey

A total of 1415 subjects were sampled. For purpose of reporting data, this larger sample was divided into three groups and six group samples. As a result, classified (n=100) and certificated (n=250) staff were grouped under the staff category. The student category consisted of 9th-12th grade students attending Rancho Verde High School and Val Verde Career Center (n=569). The third group, community, contained local business members (n=42), registered voters (n=172) and parents (n=282). When possible, parent and staff responses were also reported to the district by school area.

A full report on the results of this survey (over 125 pages) was provided to the district in the winter of 1994. The following summarizes only a few of these findings.

Demographics

Respondents in the community and staff sample were predominantly white (54% and 67%, respectively) and female (about 70%). The student population was equal in gender distribution and ethnic distribution, showed 40% Hispanic, 25% white, and 21% African-American. Most of the community were grade or high school graduates (54%), while the staff reported mostly graduate degrees (59%). More community members (86%) reported owning homes than did staff (78%), while more than 30% of the staff reported living outside of the VVUSD area.

Satisfaction

Both the community and staff graded their local schools about the same ("B" average). Although the community graded the district about the same, ("B"), the staff felt that the district as a whole should receive a ("C"). Students, as might be expected, were not that optimistic about either their school or the district.

Community members were most satisfied with school buildings and facilities, continuing education for district staff and the use of computers for student learning. They were least satisfied with the academic achievement of students. Students, like the community members, were satisfied with school buildings and facilities and continuing education for district staff. However, they were also satisfied with security personnel. Students expressed least satisfaction with issues related to school leadership, with the implementation of management style (M=1.79, sd=.92), and the ability of the principal (M=1.69, sd=.95) ranked lowest. Staff were most satisfied

with teachers' teaching ability, school buildings and facilities, and the ethnic balance of the district staff. They were least satisfied with the district's implementation of its management style.

Levels of Importance

For the community members, programs for parents rose to the top of the importance list, with investing in computers for student learning and vocational training ranked next. Community members ranked the installation of metal detectors as least important. Students ranked sex education as the most important issue. They also ranked investing in computers for learning and investing in athletic facilities as second. Vocational training programs for students was the third most important issue. Enforcement of the dress code ranked last. Staff ranked programs for parents, vocational training programs for students, and business partnerships with schools as most important. The installation of metal detectors ranked last.

Conclusion

The Val Verde Unified School District Community Satisfaction Survey and its subsequent reports provided the district with a source of information and insight for planning educational services. This summary only highlights a few of those findings. Interested readers are referred to the more complete Final Report or its abbreviated Executive Summary, both available from the CERC office.

- **Assessment of Year-Round Education (YRE) Concerns and the Development of a District YRE Calendar and YRE Master Schedule at Pinacate Middle School**

Research Team
Project Investigator Jane L. Zykowski
Assistant Research Educationist Rita Hemsley
CERC Fellow Jake Zhu

Overview

Increases in the student population, legislative mandates, and the loss of a high school to unification necessitated the adoption of a multitrack Year-Round Education Calendar in the Perris Union High School District. Located in Southern California, Perris Union High

School District (PUHSD) is a small suburban school district in Riverside County. Despite increasing enrollments generated from new housing developments and changes in demographics caused by jobs from new industry, unification of a neighboring school district resulted in the loss of approximately 40% of the district's students.

The transition and adjustment from a district of 7000 to 3500 students left it with overcrowded facilities, e.g., one high school, one continuation high school, and one middle school. The District Superintendent strategically established a ninth-grade school to alleviate the overcrowding at the district's only high school and implemented a year-round calendar at the district's only middle school.

Conflict over separation of siblings from feeder elementary schools and implementation of a multitrack YRE Master Schedule at the middle school drew concerns from teachers, parents and students. Recognizing that the conflicts needed analysis and resolution based on objective data collected and analyzed by an impartial third party, the **Superintendent, Dr. Stephen Teele**, requested the expertise of the California Educational Research Cooperative.

Project Questions

Superintendent Teele and the Perris Union High School Board of Education were interested in the answers to three questions. Answers to the questions listed below became the focus of the study:

1. What issues are of significant concern to Pinacate staff, parents and students, as well as to parents from feeder elementary school districts in Romoland and Perris, when schools change from traditional calendar to year-round calendar operations?

2. Do parent and students with specific characteristics choose certain tracks over other tracks? If so, why?

3. Can a YRE multitrack master Middle School Calendar focused on teaching expertise and student learning styles facilitate an academically balanced and instructionally sound program at Pinacate Middle School?

Project Activities

To answer the project questions a series of activities were conducted. These activities included:

- *Consultative Meetings*: A series of consultative meetings to facilitate the development of a multitrack master schedule with teacher expertise, parent choice and academic balance.

- *Data Collection*: Data collection was implemented through the conducting of a survey and collection of district documents including information about the achievement of students by track.

- *Development*: Construction of an instructionally sound multitrack master schedule focusing on academic program balance, children of special needs, and teacher expertise.

- *Training*: Training of PUHSD and Pinacate Middle School administrative staff in the construction of an instructionally sound multitrack master schedule.

- *Analysis and Reporting*: Analysis of CERC survey and achievement data and school and district documents was undertaken and reported.

Sample

Subjects serving in this sample were 32 school employees, 255 parents, and 552 students. Parents sampled resided in the Pinacate Middle School attendance area.

Findings

Findings identify social adjustment issues of concern to parents, students, and school employees. Mean scores reported in Figure 12 indicate areas of concern for each group. It should be noted that graffiti and break-ins are of major concern to students and parents. Parental concerns focus on issues of school dropouts and irregular attendance. School employees are concerned about assignment of students to tracks, after-school activities, and planning time.

FIGURE 12: Critical Adjustment Issues of Concern
for Students, Parents, and School Employees by Mean Score

Issue of Concern	Some Problem			Mean Scores		
Sample Group by Size	Students N=552	Parents N=255	School Employees N=32	Students	Parents	School Employees
More Graffitti and Break-ins	yes	yes	no	4.11	3.83	
Combination Classes	yes	no	no	3.68		
Homework Assignments	yes	no	no	3.58		
Number of Students Dropping Out	no	yes	no		3.78	
Amount of Irregular Attendance	no	yes	no		3.52	
Assignment of Students to Tracks	no	no	yes			4.22
After-School Activities	no	no	yes			4.20
Planning Time	no	no	yes			4.1

A review of the parent track choice forms used by Pinacate Middle School Counseling Staff reveals that over 80% of the parents of Pinacate Middle School students chose Track A or B. These tracks had specialized programs—classes for advanced and gifted and talented students, chorus, instrumental music, etc. Tracks C and D were bilingual, and special education students were served. Parents, students and teachers reported that

Tracks A and B had "the best teachers" while Tracks C and D had a predominance of new and transferred teachers.

After consultation, a master schedule was developed with the intention of equalizing programs and teacher effectiveness. Student achievement data from before the multitrack calendar will be compared to achievement data after the calendar change to determine to what extent program equalization and teacher effectiveness influence student achievement.

If management decisions do not equalize tracks as determined by achievement data comparisons, then other equalization factors such as track lotteries may need to be considered rather than parental choice of track. A detailed final report will be completed in the fall.

SPECIAL RESEARCH

- **Independent Evaluation of the Alternative Assessment Pilot Project (IEAA)**

Research Team
Project Investigator Douglas Mitchell
CERC Fellow Mahna Schwager

Since 1991, CERC has been the independent evaluation agency for the California Assessment Collaborative (CAC) Pilot Project. This project was funded through AB40 by the California legislature to support and facilitate local development of alternative assessments. The CAC consists of the Greater ACE Consortium, a northern consortium of school districts, the Greater San Diego Area consortium, a southern consortium including San Diego Unified School District, and Far West Laboratory, an internal support and research agency.

In this, the third year of the Pilot Project, the CAC has rapidly moved forward, consolidating their previous years' work with a diverse group of sub-pilots and beginning large-scale dissemination of their development and research efforts. Membership within the Collaborative has shifted, growing to 27 sub-pilots, each contributing a rich background of experiences with the process of assessment-based educational reform.

The CAC's first-year report, *Charting the Course Toward Instructionally Sound Assessment*, has been widely disseminated; close to 2000 copies have been distributed. This report offers a dynamic and meaningful conceptual framework for thinking about the

fundamental issues involved in assessment reform that is valuable for scholars, practitioners, and policymakers. Two Assessment Institutes featured teachers and pilot leaders from individual sub-pilots sharing different aspects of their work.

CERC, as the independent evaluation agency, continues to pursue a role of interactive partner in the Pilot Project. The CERC evaluation team has conducted formal and informal interviews, field site visits, and reviewed project and pilot documents to clarify our understanding and help document the progress of the work of the Pilot Project.

The CERC first-year evaluation report, *Conceptualizing Assessment Alternatives: First Year Evaluation Report for the Alternative Assessment Pilot Project*, describes four general implementation strategies used by the various sub-pilots in the Pilot Project. These strategies include:

1. A systematic reform approach which links the assessment reforms with an overall change in district practice.

2. A performance-based assessment approach which involves district-level efforts to integrate new performance tasks into existing assessment programs.

3. A classroom-based approach which emphasizes overall restructuring of classroom management systems for at least part of the instructional day.

4. A teacher development approach which focuses on teachers' reconceptualization of student learning through building teacher understanding and expertise in teaching as well as in assessment.

- **Inland Empire Beginning Teacher Support and Assessment Program (IE-BTSA)**

Research Team
Assistant Research Educationist Linda D. Scott

Introduction

Funded by the State Department of Education and the Commission on Teacher Credentialing, The Inland Empire Beginning Teacher Support and Assessment Program (IE-BTSA) is a consortium of 2 county offices of education, 18 school districts, and 2

universities. The project provides support and assessment services to 180 beginning teachers in the Riverside-San Bernardino counties. **Irving G. Hendrick, Dean and Professor,** School of Education, University of California, Riverside, **Douglas E. Mitchell, Professor and Managing Director** of the California Educational Research Cooperative, and **Linda Scott, CERC Senior Research Associate**, worked collaboratively with a team of colleagues, including **Linda Childress** from the Riverside County Office of Education, **Jane Smith** from the San Bernardino County Superintendent of Schools Office, and with California State University, San Bernardino School of Education faculty **Professors Lynn Diaz-Rico** and **Ruth Sandlin** to develop and write the successful proposal. Using an assessment program for which the conceptual design and instrumentation were developed by the IE-BTSA writing team, CERC provides formative and summative evaluation of beginning teachers' professional development from beginner to expert status and evaluates the success of the program. In addition, CERC staff participates in the development and implementation of professional support activities for the beginning teachers.

The Conceptual Model

The IE-BTSA Project is grounded in a cognitive model of how beginning teachers move from novice to expert teaching. It was conceived and designed to simultaneously assess and support the work of beginning teachers, i.e., those who have already attained preliminary certification and have been found to possess at least entry-level professional competence as a result of their pre-service teacher education programs, as described by the Continuum of Skills, Knowledge and Attitudes from Beginning to Advanced Levels of Teaching (California Department of Education, 1992). The IE-BTSA Program is articulated with the Framework of Knowledge, Skills and Abilities for Beginning Teachers in California (Far West Laboratories, 1992) through its identification of teacher roles and role tasks. By focusing on five expert teacher roles, we are also seriously attending to the important place in teacher development of the social system of classrooms and the social system of the school, not only on technical aspects of the teaching and learning act. Furthermore, our subject-matter focus is tied directly to the relevant California subject frameworks as opposed to vague notions of content knowledge.

Five expert teacher roles and component task domains are identified as the foundation for the cognitive appropriation of concepts of good teaching, the comprehension, enactment and confirmations of these roles that are iterated during the support and assessment process, and finally the adaption of expert teaching role behavior, cognition and metacognition. The expert teacher roles are: Organizer, Instructor, Learner, Mentor and Colleague. The associated task domains are conceived of as interrelated aspects or facets of a complex set of actions and cognitions called "teaching," not as independent

constructs or "pieces" of teaching.. Each task domain is examined from two perspectives simultaneously—thought and action. Of special concern is how the teacher adapts instruction to the four context variables: subject matter being taught, students' individual differences, cultural backgrounds of students, and developmental levels of students.

Assessment Component

A range of assessment systems is utilized to move beginning teachers through a cognitive cycle of awareness-enactment-confirmation in which awareness of the role aspects guides actions, the effectiveness of which are then confirmed or rejected. This Teacher Support and Assessment System (TSAS) directly measures the level of role attainment in a three-level process. First, the mentor teacher interviews the beginning teacher using a structured format that documents the beginning teacher's role awareness. Second, the mentor teacher visits the beginning teacher's classroom to observe and record enactment of role awareness. Together the beginning teacher and mentor create a plan (the IIP) for enacting increasing awareness and skill within enactment in each of the five roles. In addition to the classroom observation instrument, role enactment is assessed by the beginning teacher's ability to plan lessons and dialogue with other beginning teachers during the professional development seminars. Finally, the mentor and beginning teacher together review the assessment evidence to confirm the attainment of the professional roles. During this process the assessment is fully integrated with support and guides the mentor teachers in communicating strategies for professional improvement. Support and Assessment mentors participate in a five-day support and assessment training as well as eight day-long seminars during the year. Seminars are based on beginning teachers' needs as they emerge within the six domains of the Framework of Knowledge, Skills, and Abilities for Beginning Teachers.

Support Component

Each participating district in the consortium has formed mentor-beginning teacher teams in multiples of 1:3 or 1:4. Each beginning teacher receives one half-day group support session per month and is released from the classroom to visit the classroom of the mentor or to work on portfolio-related activities during a second half-day per month. Districts have selected first-year beginning teachers who are in culturally diverse classrooms to participate in the program. The mentors have previous experience as mentor teachers and have taught in multicultural classrooms. Mentors are totally dedicated to the program and utilize all mentor hours for support and assessment activities with their assigned new teacher. Support and Assessment mentors work directly with cluster coordinators

assigned to the program as well as site administrators and the IE-BTSA Program Director.

Implications

The objectives of the "seamless web" of support and assessment from pre-service levels to the first years of teaching are to empower novices to acquire expert skills, and to improve the quality of instruction for students. First-year teachers are easily overwhelmed by initial feelings of inadequacy, lack of confidence and low self-esteem. There is a painful newness to every experience, compounded by fear of the unknown, feelings of helplessness and personal problems such as illness and homesickness. These obstacles are not ameliorated by pre-service training alone, even when that training is thorough and of high quality. The IE-BTSA is a replicable model of beginning teacher support and assessment that can link the phases of teacher education, from novice to expert, throughout a teacher's career.

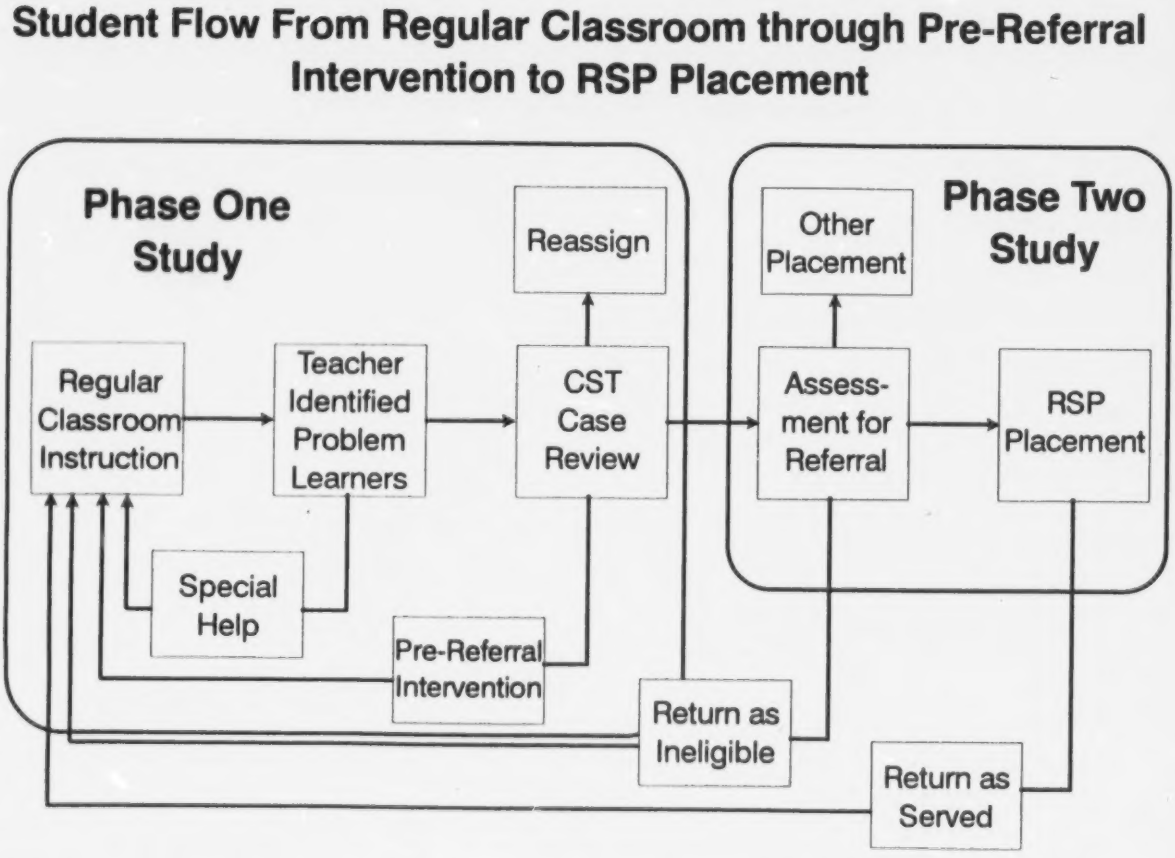
- **Special Education Pre-referral Intervention Study**

Research Team
Project Investigator Douglas Mitchell
Assistant Research Educationist Linda D. Scott

Introduction

The California State Department of Education and U.S. Department of Education awarded two contracts to CERC to undertake a feasibility study in the area of special education; first to implement the study, and second to gather and analyze data and complete a comprehensive technical report on the results of the study. The conceptual framework which guides the feasibility study identifies the pre-referral intervention process (the Pre-referral Study Team, or PST) as a multi-channel student flow system through which a student who is experiencing learning problems is reviewed, and one of six categories of program and/or placement modifications is selected in order to ameliorate the effects of the identified problems. (*Please see Figure 13.*)

FIGURE 13.
Student Flow from Regular Classroom through
Pre-referral Intervention to Resource Specialist Program (RSP) Placement



CERC was awarded the first contract by the state department for data collection during 1991-1992. Data collection was completed in eleven Southern California schools in three districts for approximately nine hundred students who have been identified as at-risk of school failure. The CERC research staff developed fourteen instruments. These include a Child Study Team Intervention Form and a Parent Survey in English and Spanish, which were produced to assist in data collection. Other instruments are a Work Orientation Scale, School Climate Measure, and an Instructional Environment Survey. The fourteen documents and a technical report have been transmitted to the State Special Education Division.

A second data analysis contract for this project was granted to CERC in 1992-1993. In collaboration with state and federal government representatives, ten study questions were formulated to determine if the frequency with which at-risk students are channeled into one of the six outcome categories is predicted by eight factors representing various demographic and individual student characteristics. Extensive analyses of the data have been completed, and a technical report will be completed by April 1994. The questions to be addressed by the study are as follows:

1. Are students with academic problems more likely to receive prompt attention if their problems are accompanied by behavioral or other social/emotional factors?

2. Are ethno-linguistically diverse students more likely to be diagnosed as having significant difficulties with learning, regardless of whether they are ultimately referred for Special Education and assessment?

3. Does professional ideology play a major role in controlling the frequency and nature of identified learning problems?

4. Are schools with strong reform-oriented principals more likely to identify large numbers of problem learners but less likely to refer them for Special Education assessment and placement?

5. Are schools serving higher socioeconomic status neighborhoods more likely to identify fewer problem learners but more likely to refer those that are identified for assessment and placement into Special Education programs?

6. Are schools with experienced and well-trained staffs more likely to have larger numbers of pre-referral options for students and to have a larger variety of student service modifications?

7. Will Special Education eligibility decisions based on competing alternative assessment procedures agree with PST decisions more in cases concerning white students than for non-white students?

8. Will there be differences in the rate of agreement in predicting Special Education eligibility between African-American and Hispanic students when referrals are based on alternative assessment procedures as well as PST referrals?

9. Will eligibility decisions based on competing alternative assessment procedures agree more in cases concerning females than in cases concerning males?

10. Will Special Education eligibility decisions based on competing alternative assessment procedures agree more in cases referred for assessment in grades 1-3 than in cases referred for grades 4-6?

Findings

The methodological feasibility study of pre-referral and assessment processes regulating the flow of ethno-linguistically diverse students into special education was conducted in two stages. In Phase One, the impact of teacher views and beliefs, school climate, descriptions of student difficulties, school demographic information, and student gender and age upon program decisions resulting from the pre-referral interventions was studied. In Phase Two, agreement levels were studied between traditional and alternative assessment practices used to make Special Education program placement decisions for ethno-linguistically diverse students along with an examination of gender and age differences.

STATEMENT OF OPERATIONS

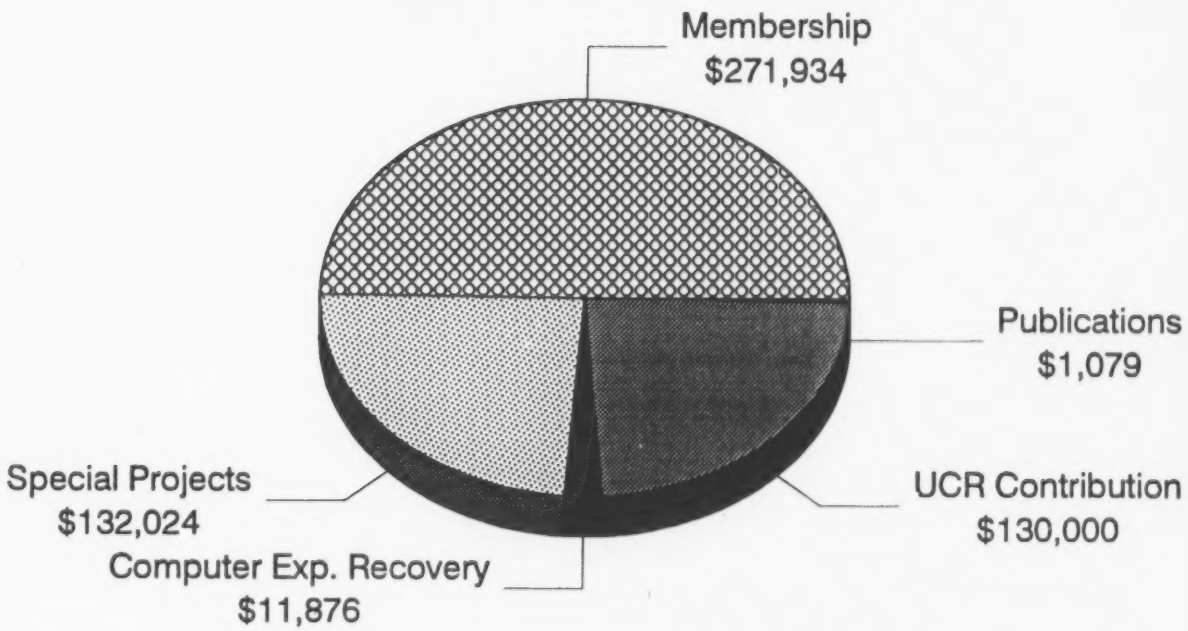
For the year July 1, 1992 through June 30, 1993

Revenue*		
U.C. Contribution	130,000	
Member Fees	271,934	
Publications	1,079	
Computer Expense Recovery	11,876	
Special Projects**	132,024	
Total Revenue		546,913
Expenditures*		
CERC Core Projects		
Personnel Salaries	277,504	
Personnel Benefits	61,807	
Travel	11,327	
Meetings	6,666	
Printing	18,728	
Office and Research Supplies	20,956	
Computer and Equipment	13,590	
Subtotal	410,578	
Special Projects	118,525	
Subtotal	118,525	
Total Expenditures		529,103
Net Revenue*		17,810

* Does not include revenue or expenditures for indirect costs.

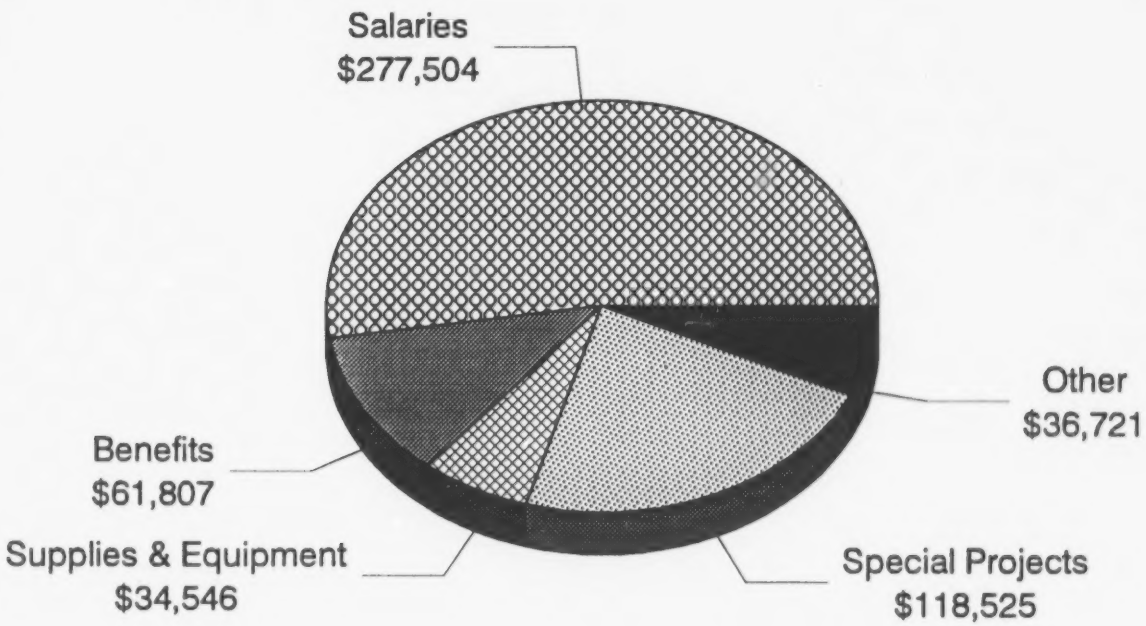
** Some revenue for Special Projects was received in early 1992 and is not shown on this statement.

CERC Revenue
1992-1993



Total Revenue $546,913

CERC Expenditures
1992-1993



Total Expenditures $529,103

ASSESSMENT AND REMEDIATION

A District Implementation of Performance-based and Portfolio Assessment for Compensatory Education Students

This report describes a pilot project with the Jurupa Unified School District to determine whether portfolio assessment is a viable approach to identifying and providing better schooling to Chapter 1 sixth-grade students. The advantages and disadvantages of a portfolio's use as an individualized assessment tool are discussed in detail.

Catherine D. Colwell and Douglas E. Mitchell

The Cognitive Assessment and Reading Remediation of Chapter 1 Students

This report discusses the pilot of a new assessment instrument and remediation materials. It relates the impact of remediation strategies geared to the remediation of cognitive deficits of Chapter 1 students. Subjects were third graders in Hemet Unified School District. Their gain in word attack skills was approximately two years or more higher than that of their peers.

Jerry Carlson and J.P. Das

AT-RISK YOUTH

Early School Leaving in America: A Review of the Literature

A state-of-the-art look at the "dropout" problem in American between 1940 and 1980.

Irving G. Hendrick, Donald L. MacMillan, Irving H. Balow, and David Hough

College-Going Decisions by Chicanos: The Politics of Misinformation

Provides answers for the practitioner to the following questions:

1. Why are the rates for college-going Chicanos so low today?
2. Why are they failing?
3. How can educators reduce attrition of high school students as they make the transition to college?

David Post

School Dropouts—A Staff Development Video

A video tape describing the characteristics of students who do not complete high school. This staff development video provides ideas for intervention strategies for at-risk youth.

Rita Hemsley, Irving Hendrick, and James Brown

Retention in Grade: A Failed Procedure

A review of the literature focusing on important issues regarding the practice of retaining students in grade. Research to date shows that retention is not effective and supports promotion with remediation as a more effective alternative.

Irving H. Balow and Mahna Schwager

A Model of Analysis for District Retention Policies—Research Brief

Research indicates that requiring students to repeat a grade level fails to raise achievement or enhance social and personal adjustment. Moreover, it is significantly linked to dropping out. Retention continues, however, supported by public belief and sanctioned by district policy. This paper presents a model to clarify the practice of retention.

Mahna Schwager

Retention in Grade: A Staff Development Package

This is a CERC staff development package for teachers, parents, administrators, and policy-makers. It includes a "user friendly" summary of key issues and several overheads relating to research on the retention of students in grade, conclusions, and alternative intervention strategies.

Jane L. Zykowski, Diane Mapes, Beth Higbee, and Benita Roberts

Promotion versus Retention—A Staff Development Video

A video tape review of the detrimental effects of retention of children in grade. Intervention strategies focused on promoting rather than retaining are described.

Beth Higbee, James Brown, Jane L. Zykowski, and Irving Balow

Evaluation of the Riverside County Office of Education Tobacco Prevention Among In-School Youth Project

Students' perceptions about the use of tobacco are reported. Findings are discussed in detail. Among the most significant of these is the fact that fourth and fifth grade students are well aware of the social norms associated with tobacco use. As might be expected, boys and girls hold significantly different views about whether friends will be upset if they smoke.

Douglas E. Mitchell and Jake Zhu

CAREER TRAINING

Quality and Effectiveness of California's Regional Occupational Centers and Programs

A study of California's Regional Occupational Centers and Programs (ROC/P) focusing on the operation of these programs in the context of dynamic change.

Douglas E. Mitchell and Jeffrey B. Hecht

A Study of California's Regional Occupational Centers and Programs Research Brief

An executive summary of the findings of the study on the quality and effectiveness of California's ROC/P.

Jeffrey B. Hecht

Design of a Model MIS for California's Regional Occupational Centers and Programs (ROC/P): Final Report

This report describes the development, piloting and application of a Management Information System which can aid in decision making for course quality analysis.

James C. Dick, Douglas E. Mitchell, and Jeffrey B. Hecht

MIS Supporting Documents

A technical description of the MIS Software developed and piloted for California's ROC/P.

James C. Dick and Jeffrey B. Hecht

ROC/P MIS—Research Brief

A summary of findings from the ROC/P MIS pilot study.

James C. Dick

Evaluation of East San Gabriel Valley Regional Occupational Program's (ROP) Marketing/Merchandising/Apparel Program Data

An evaluation report on the effective implementation of a vocational education program in Marketing and Merchandising by the East San Gabriel Valley Regional Occupational Program.

James C. Dick and Douglas E. Mitchell

CLASS SIZE

Class Sizes of Selected Courses in Riverside and San Bernardino Counties

A review of student instructional load by gender for each subject and/or single-subject grade taught in California school districts in Riverside and San Bernardino Counties.

Jeffrey B. Hecht

How Changing Class Size Affects Classrooms and Students

A comprehensive review and analysis of research on class size. Provides answers to four policy questions:

1. How much and how reliably do class size reductions lead to increased achievement?
2. Exactly how does changing the student/teacher ratio influence student learning?
3. What are the organizational and fiscal implications of class size and student achievement?
4. What alternative strategies can be found for reducing instructional group size?

Douglas E. Mitchell, Cristi Carson, and Gary Badarak

How Changing Class Size Affects Classrooms and Students Research Brief

A summary of CERC's comprehensive review and analysis of research on class size.

Sara A. Beach

Modeling the Relationship Between Achievement and Class Size

A re-analysis of the Tennessee Project STAR data collected on students in grades 1, 2, and 3 over a period of four years. This report focuses on the interaction of six major forces on achievement when class size is considered.

Douglas E. Mitchell, Sara A. Beach, and Gary Badarak

MIDDLE LEVEL EDUCATION

Vertical Articulation for the Middle Grades

A review of research literature on middle grade education. Provides a historical perspective and describes the efforts of middle school reformers focusing on curriculum improvement.

David Hough

Middle Level Education in California: A Survey of Programs and Organization

A survey of grade-level organizational structures and programs focused on grades 5 to 10. Provides school practitioners with a myriad of organizational structures for the middle grades. Identifies effective practices and programs and makes recommendations founded on current practice in California school districts.

David Hough

Middle Level Education: Educationally Sound—Administratively Possible Research Brief

A two-page summary highlighting the middle school movement and providing a brief description of a survey of middle level programs in California.

David Hough

NEW SCHOOLS

School Housing for the Schooling of Children

A detailed review of the school building process in California. This report reviews the literature on school construction and identifies key roles and agencies in the building of a new school in California.

Flora Ida Ortiz

SCHOOL MARKETING

A Plan for Educational Marketing of Val Verde School District

A case study analysis of the communications process in a small school district in the process of unification. This paper discusses one district's attempt to identify and isolate communication problems at the district level. Communication problems similar to those of many districts are identified. A plan for remediation is proposed.

Tedi K. Mitchell, Douglas E. Mitchell, E. Mark Hanson, and Walter A. Henry

Written Communication and the Marketing of Public Schools

Applies a Marketing Rating Instrument (MRI) to written communications from public schools to parents and community members. Identifies problems with written communication and provides basic strategies for teachers, administrators and school staff members to improve written communications.

E. Mark Hanson, Walter A. Henry, and David Hough

Educational Marketing and the Public Schools: Policies, Practices and Problems

A paper focused on analyzing the marketing concept and illustrating its application to public educational systems. Provides answers to the following questions:

1. What is marketing?
2. What market forces exist in education to create bridges or barriers between schools and the communities they serve?
3. Why apply marketing techniques to schools?
4. How do marketers contact various segments of the community?
5. How do schools attempt to communicate with communities and vice versa?

Special focus is placed on the communication needs of bilingual parents.

E. Mark Hanson and Walter A. Henry

Parent and Community Satisfaction with Public Education: A Survey of Parents and Citizens in Three CERC School Districts

A report of the degree to which parents are satisfied with issues of schooling. Overall, parents and citizens are satisfied with schools. Differences in satisfaction with the schools are focused on specific issues: ethnicity, socioeconomic status, and voter status.

Douglas E. Mitchell, Kannanayakal Rajan with E. Mark Hanson and Walter A. Henry

Parent Perceptions and Expectations of School-Community Communications

Parent perceptions and expectations of school-community communications in three school districts are presented. A detailed description of the characteristics of school-community communications is included.

E. Mark Hanson and Walter A. Henry

SCHOOL RESTRUCTURING

School Restructuring: The Superintendent's View

An analysis of the meanings of school restructuring to 43 school superintendents. Details political and organizational issues considered by school superintendents faced with new reform language.

Douglas E. Mitchell and Sara A. Beach

If Restructuring is the Solution, What is the Problem?

A treatise on the ambiguity of the "restructuring" of the public school and the present catch-all use of the term. It examines prevailing conceptions of school restructuring and their implications for improvement. Dr. Timar argues that current calls for restructuring echo past reform efforts, and that restructuring can only succeed as a reform strategy if it addresses the social, political, and ideological contexts that shape educational policy.

Thomas Timar

A Review of Research on Parental Choice in Education

This review describes the assumptions parents and educators make when making choices about schools their children should attend. Describes parents who choose.
Rodney T. Ogawa and Jo Sargent Dutton

School District System Reform. A Case Study of Strategic Planning, Site-Based Management, and Outcome-Based Education in Victor Elementary School District

Douglas E. Mitchell and Jean E. Treiman

SPECIAL EDUCATION

School Staff and Parent Evaluation of California's Resource Specialist Programs

This report details the results of an evaluation of the Resource Specialist Program by more than 23,000 parents and educators in 429 schools in California.
Jeffrey B. Hecht, Gary Badarak, and Douglas E. Mitchell

California's Resource Specialist Programs: School Staff and Parent Evaluations Research Brief

An executive summary of the evaluation of California's Resource Specialist Programs by parents and educators.
Jeffrey B. Hecht and Daniel Morgan

Report on the Methodology for the West End Special Education Transition Program Evaluation

A report on the development of a Management Information System to assess the quality of life experienced by special need students as they leave high school.
Daniel Morgan and Jeffrey B. Hecht

The Impact of California's Special Education Pre-referral Interventions and Alternative Assessments on Ethno-Linguistically Diverse Students: A Technical Report of the Feasibility Study

A report of the validation on effective elements of the special education pre-referral and alternative assessment procedures for ethno-linguistically diverse elementary students in California.

Ronald Powell, Kannanayakal Rajan, Donald Reed, and Linda D. Scott

STUDENT ACHIEVEMENT

CAP: 4-Year Achievement Scores and 2-Year Projection

A longitudinal summary of member school districts' performance on the California Assessment Program (CAP) over a four-year period from 1983-1984 through 1986-1987 with a two-year projection for 1987 through 1989.

Jeffrey B. Hecht and Jane L. Zykowski

Teachers' Views about Combination Classes

This study describes the assignment of students to, teachers' feelings about, and instructional approaches used by teachers in combination classes (two grade levels in one class).

DeWayne A. Mason, Robert B. Burns, and Jorge Armesto

How Elementary Principals Assign Teachers and Students to Combination Classes

A description of administrative and management strategies used by school principals to assign teachers to combination-grade classrooms.

Robert B. Burns and DeWayne A. Mason

TEACHER TRAINING

California's New Teacher Project: A Policy Perspective Summary Research Brief

An executive summary of the project from a policy perspective which discusses and defines support for beginning teachers. Gives specific intervention strategies which school organizations and teacher training institutions could implement to support new teachers.

Douglas E. Mitchell and David L. Hough

YEAR-ROUND EDUCATION

Year-Round Education Feasibility Guidelines

A series of worksheets developed to assist districts in assessing the capital, operational and transition costs of conversion to year-round school operations.

Patricia Matthews, Jane L. Zykowski, and David Hough

A Review of Year-Round Education Research

This state-of-the-art review of literature focuses on the fiscal, social, and achievement impact of multitrack year-round school operations. The most comprehensive review of year-round education literature since the early 1970s.

Jane L. Zykowski, Douglas E. Mitchell, David Hough, and Sandra E. Gavin

Year-Round Education: A California Phenomenon—Research Brief

A summary of the year-round school movement in California over the past three decades.

Jane L. Zykowski, David Hough, and Douglas E. Mitchell

- **University of California, Riverside**

  School of Education

The California Educational Research Cooperative is collaborating with its membership to establish a school-linked database of social services. The primary work of the Cooperative is focused on the development of a systematic procedure for the identification of children and families needing and receiving special services from school districts and social service agencies. The identification process will enable schools to coordinate and integrate services to children and families. Much is to be done. Without the support of the Riverside and San Bernardino County Offices of Education and CERC's school district members, a major undertaking on behalf of the children and families in the Inland Empire would not be possible.

A survey of CERC sponsors and member districts was administered to determine the extent of participation in programs providing the delivery of school-linked services. The survey polled member responses to questions exploring various facets of the issue of collaboration, including: (1) whether or not districts believe that centralization of services in the schools is the effective service delivery model; (2) the specific programs, agencies, and organizations involved with those schools which do participate in collaborative agreements; (3) the level of success and the nature of any barriers encountered in the implementation of school-linked services; (4) which district schools have applied for and received Healthy Start planning and operational grants; and (5) the involvement of districts in programs and activities established to accommodate non-native English speakers and to promote cultural awareness in the delivery of services.

- **Riverside County Office of Education**

Since the mid-1980s, the Riverside County Office of Education (RCOE) has worked with the California Department of Education (CDE) and the legislature to bring about interagency collaboration to better serve California's students. As the result of legislation creating a Comprehensive Alcohol and Drug Prevention Education program, and then through the collaborative model of the Healthy Kids Regional Centers, the RCOE has moved forward to strengthen interagency coordination and reduce duplication of services.

With the advent of SB620 in 1992, the RCOE developed a focused effort to assist schools countywide in applying for and receiving competitive grants to plan and operationalize Healthy Start schools or centers where the full spectrum of health, educational, community, and social services can be made available to children and their families. Serving as the liaison agency to the Riverside County Executive Council for Children and Families (ECCF), **Dr. Dale Holmes** and his staff sponsored a series of countywide meetings to connect representatives of the county and non-profit service agencies with school-site staff interested in developing comprehensive family services in their schools and centers. Riverside County currently has three operational Healthy Start sites in the Corona-Norco Unified School District, the Riverside Unified School District, and the Palo Verde Unified School District. Eight districts are also doing comprehensive planning and applying for operational funds, while two districts are already providing operational programming without having received state funds specifically for that purpose.

The RCOE has asked CERC to be actively involved in the documentation and evaluation systems developed through the ECCF and school collaborative efforts, and CERC regularly participates in quarterly networking meetings and policy committee deliberations. Although Riverside County was not selected as one of eight Policy Academy counties developing systemic change models, we have been asked to consider being an affiliated county, working with San Diego County as mentor to develop a master plan for future collaboration goals and appropriate outcomes. Riverside County Office continues to facilitate the ECCF Staff Development subcommittee and to take the lead in the development of a Medi-Cal Billing Option for local education agencies to draw down federal dollars for expanded health and social services. A Memorandum of Understanding with the Riverside County Health Systems Agency is already in place.

- **San Bernardino County Superintendent of Schools**

San Bernardino County is just beginning a program to establish communication between schools and programs for pregnant minors. To support this effort, the San Bernardino County Superintendent of Schools office is preparing to offer a medical billing service to districts in order to recoup money previously paid out for these services.

The County is currently linked with Child Protective Services (CPS), the Probation Department and the Public Health Department in its effort to provide services for children and their families. Unfortunately, there is a lack of case managers or workers available in these agencies to establish eligibility for services. In addition, there is a tendency for these agencies to be wary of "losing control" when involved in school district collaboration; i.e., they fear that the public education system will take over their responsibilities.

Success has, however, been recorded by CPS. They have already seen a profound shift in how the agency is able to respond to incidents of child abuse: the occurrence of abuse is increasingly being prevented, rather than treated after it happens.

- **Apple Valley Unified School District**

Services to students and their families is a major focus of the Apple Valley Unified School District, and in suppot of this concern, the district is involved with the San Bernardino County Children's Network. Although the district does not formally participate in a collaborative effort or coordinated services to children and families at this time, it does believe that such a program would be a beneficial undertaking.

- **Chaffey Joint Union High School District**

Integrated health and social services is seen as a worthwhile endeavor to Chaffey Joint Union High School District. At the present time, the district is not a participant in a school-linked services agreement, but it is involved with the San Bernardino County Children's Network.

- **Coachella Valley Unified School District**

Four schools in Coachella Valley Unified School District (CVUSD) have received Healthy Start planning grants to support a services collaboration with four Riverside County departments and agencies, and at least six different local support agencies. The centralization of these services provides health and dental services including mobile clinics, immunizations, and nutrition programs; mental health counseling services; direct links with entitlement programs and employment training; drug and alcohol abuse prevention and counseling programs; and a variety of emergency family services and counseling and awareness programs.

Those students targeted to receive support services are referred to the Healthy Start Case Coordinator who determines in Case Management meetings the level of client need, and who then provides a referral to the necessary agency. In addition, the district provides bilingual aides to disseminate information to English Language Learners and their families. It has also been involved in numerous activities and support services which promote cultural awareness, including a variety of parent training programs and Student/Parent sponsored arts activities that reflect the Spanish culture within the district.

CVUSD firmly believes that the centralization of social services in the schools is beneficial because it provides the district with the opportunity to bring direct services to families that may otherwise not have the means to travel to service facilities. The success of these programs has clearly been demonstrated: over 150 students have been seen since September 1993, and most of these cases have been of a severe nature requiring in-depth support. It has been the availability of services on the school site which has facilitated a more timely focus of attention to these severe needs. Certain barriers have been encountered in the implementation of school-linked services, and these include inadequate staffing and in particular a lack of bilingual staff; differing levels of confidentiality between agencies; and the need for transportation to those services which must occur away from the school-site.

- **Corona-Norco Unified School District**

Links with three Riverside County services, four local programs, and two state departments help to provide social services, along with health and safety support for Corona-Norco district schools. The obvious advantage of these school-linked services lies in their accessibility to community, students, and staff, which is further enhanced through increased dissemination of information. Ideally, the area of health support should include medical, dental, and mental health counseling.

The district is in its second year of a Healthy Start Program which encompasses four Chapter 1 schools where the need for this service is greatest. The program has been successful inasmuch as there is an increased awareness within the district of existing support agencies and the services which they provide. However, physical distances between school sites and support offices and facilities, in conjunction with the need for both established lines of interagency communication and complete listings of available services and agency contacts, currently restrict ideal implementation of school-linked services collaborations.

The Coordinated Services Center within the district provides translation services and bilingual assistance with written communications, in placing phone calls, and in completing forms and applications to English Language Learners (ELL). Transportation and further linkage to external service agencies is also available.

- **East San Gabriel Valley Regional Occupational Program**

Collaboration is the motto for the East San Gabriel Valley Regional Occupational Programs and Centers (ESGVROP/C). ESGVROP/C has developed a national and local network linking social service agencies and the ROP/C in order to provide an array of health and human services to their clients and their families.

- **Fontana Unified School District**

Fontana Unified School District has continued to develop its collaborative efforts, and is involved in numerous interagency collaborative agreements. The Community Action Planning Committee and the Healthy Start Greater Fontana Children's Policy Collaborative Committee together consist of parents, educators, and community members working together to confront school/community problems. In the area of health support, the district is developing a connection with a private hospital; cooperates with Kaiser Permanente in the operation of a high school health clinic; and is working with a local dentist in creating a dental clinic at an elementary school site.

Fontana First represents an agreement with the city to provide counseling and teacher intervention training at three elementary schools. Several agencies provide in-depth counseling for students, and the Fontana Police Department works with the schools in sponsoring the D.A.R.E. (Drug Abuse Resistance Education) program and an on-campus police office program. District support programs have placed an emphasis on hiring bilingual staff and faculty but, at present, are only able to provide bilingual services in Spanish.

Fontana Unified School District feels that the centralization of these services has been invaluable to educators, students, parents and the community at large. The district has found that this is by far the most effective way to ensure that students are in school and ready to learn, rather than absent from school while their parents pursue support services, or in school with untreated problems that interfere with learning and full participation. The greatest barriers to implementing school-linked collaboration programs are time constraints, the complexity of agency bureaucracies, and the differing service models operating among the various agencies. Recipients of services are determined by income, ethnicity, and by specific needs as determined by parent, staff, and student surveys, as well as by resource availability.

- **Jurupa Unified School District**

Jurupa Unified School District is not familiar with the school-linked services collaborative model and does not currently provide centralization of social services. The district does try, to the extent that it is able, to provide on-site translation to families that need information communicated in their primary language(s). In addition, the district has sponsored a P.R.I.C.E. (Positivity, Responsibility, Influence, Consequences, & Encouragement) Parent Training program for all parents within the community.

- **Moreno Valley Unified School District**

Moreno Valley Unified School District participates as a support agency in the delivery of services to students and their families through school-linked services collaboratives via AB3632 referrals, the School Attendance Review Board (SARB), on-site supplemental services, and through school/community cooperation. The district believes that the benefits derived from the centralization of social services through interagency collaboration are dependent upon the need for and the intended purpose of these services. Services included in the collaborative design should be a function of the particular needs of students and their families within a community.

- **Nuview Union School District**

Services to children is the primary goal of the Nuview Union School District (NUSD). The district is focused on developing the procedure for identifying students and families in need of social services. In order to accomplish this objective, the district has applied for special state funding. Although it does not currently receive funding for the planning and development of these activities, NUSD continues to identify resources for this purpose. The district is furthermore a collaborative member of the Riverside County Executive Council for Children and Families.

- **Ontario-Montclair School District**

Four schools in the Ontario-Montclair School District (OMSD) have applied for Healthy Start planning and operations grants, none of which has yet received funding. These four sites have begun planning for integrating social services, but no district schools have yet formally joined school-linked service collaboratives.

OMSD believes that the suitability of integrating social services under the umbrella of the public school system may be appropriate in some local communities. The decision does, however, carry the obvious risk of diverting educational staff and resources away from the primary mission of the district. District schools have been afforded wide latitude to pursue local goals perceived to be beneficial. Accordingly, the district allows each site to determine the most appropriate approach in providing English Language Learners (ELL) and their families with services in their primary language.

- **Perris Union High School District**

Perris Union High School District (PUHSD) is linked with and supports P.E.A.C.E., Inc., The Perris Enhancement and Community Education Coalition. P.E.A.C.E., Inc. is an interagency collaboration that operates a community center which provides outreach services on behalf of the district and other public service and health agencies. In addition, the district is entering into an agreement with Inland Valley Recovery Center to enhance services currently available.

Support services are provided to students whose families receive AFDC (Aid to Families with Dependent Children), or who are otherwise experiencing economic hardship, and to those students and families with specific needs. Dissemination of information, both oral and written, throughout the district is provided in Spanish to accommodate English Language Learners (ELL) and their families.

PUHSD does not believe that the centralization of social services in the schools is the most beneficial means of delivering support when the district is growing and resources and facilities are already limited. Lack of funding and appropriate facilities have inhibited implementation of school-linked services. Moreover, the district sees its primary mission as education and feels that it must concentrate its focus on fulfilling this responsibility to the community.

- **Redlands Unified School District**

Redlands Unified School District is involved as a primary member in the Interagency Collaborative Agreement of Partnerships Aimed Toward a Healthy Start (PATHS), which consists of a collaborative of 33 agencies in the Redlands area, including county, city, university, public school, medical, business, service, and charitable organizations. Among these is the Racism Free Coalition which strives to support cultural awareness in the delivery of support services.

Two Healthy Start proposals have been submitted for the 1994-1995 school year; these proposals would cover three elementary schools. The areas which the collaborative selected to be covered are health/counseling services, family support services, and positive alternative activities for children and youth. The district believes that the centralization of these services affords easier access for students and their families.

The primary criterion for receipt of services is financial need. Already launched in the district are monthly school-based health clinics which include well-child examinations and immunizations. Community groups are providing clothing. The difficulties encountered in implementing these school-linked services include differing organizational systems among the participating parties, and a lack of guidance from the state to the county level regarding the prioritization of school-linked services.

- **Rialto Unified School District**

Although Rialto Unified School District has no schools participating in the school-linked services collaboratives, it is involved with Children's Network Regional Center. This facilitates service to families without phones, cars, or English language proficiency. An application for a Healthy Start grant has been submitted, but a grant has not as yet been awarded. Additional social services not currently available, but which would be of particular value, include immigration counseling, mental health services, welfare, immunization clinics, dental screening, and services for specialized medical conditions. One area that the district feels should be specifically excluded from a collaborative design is that of DMV services.

A Student Study Team identifies those students who are in need of support services, including those with obvious medical needs. Some problems the district anticipates should school-linked services be expanded would be the lack of personnel, office space, and parking available to perform this networking. The district already provides oral and written translation of most school communications to the home, and there are bilingual translators available to facilitate the procurement of services for English Language Learners (ELL).

- **Riverside Unified School District**

Riverside Unified School District supports the collaborative model of school-linked services delivery, and believes that the centralization of services in the schools is definitely beneficial because centralization assures that all services are readily available to students and their families. The school provides a safe and risk-free environment in

which clients can seek services without fear, and can receive these services in their primary language(s) from bilingual support personnel. The district believes that the collaborative design should include all services that meet the needs of the identified community and school population. These would differ from school site to school site, and should be open to a process of continuous assessment.

Riverside Unified School District currently has one school, Longfellow Elementary, which participates in the delivery of school-linked support services to students through a three-year Healthy Start Operational Grant. The specific services provided include: direct links to such DPSS (Department of Public Social Services) programs as family counseling and social services, AFDC (Aid to Families With Dependent Children) and Medi-Cal, and job training; public health nurses and a mobile health clinic; mental health services and support groups; before- and after-school day care; literacy training; and parenting programs. The school also provides English as a Second Language (ESL) classes, in addition to maintaining a bilingual majority among school staff, faculty, and support staff. All students and their families are eligible to receive services as needed, with the target group defined as those families requiring three or more services; to date, Longfellow Elementary has identified, with input from social workers and counselors, fifty core families who are receiving ongoing services. In order to promote cultural awareness in the delivery of services, RUSD and Longfellow Elementary have sponsored Parent Academy In-Services/Sessions in both English and Spanish, Effective Black Parenting Sessions, and a District Bilingual Advisory Committee.

The district has not encountered any barriers in the implementation of school-linked services to this point—an accomplishment it attributes to the shared belief among participants that such services are needed, and to the commitment of the involved agencies and organizations to the collaborative service delivery approach. Moreover, the district commends the willingness of all involved parties to take risks, and to chart unknown territories in sharing responsibilities in order to "make it all happen." Longfellow Elementary has experienced the greatest success in the following areas:

- Keeping family units together.
- Encouraging adults to continue their education or to get involved in job training programs.
- Providing needed services at the school-site location.
- Providing health, mental health, and support services for program participants.
- Making weekly contacts with program participants.
- Getting families involved in their children's educational program.
- Preventing "at-risk" student behaviors by providing a day care program.

- Identifying health concerns and problems, i.e., bad heart and kidney conditions, need for psychiatric services, and taking steps to prevent these situations from deteriorating, such as reducing the number of suicide attempts.

In conclusion, the site-level administration at Longfellow Elementary School would like to see this kind of effort maintained by additional funding beyond the third year of its Healthy Start operational grant. In order to continue the implementation of sound program practices, facilitate the collaborative approach, and articulate with the Healthy Start Program line staff, the school will continue to need the services of a full-time Case Manager. School administration believes it important to emphasize that this type of position is an integral part of the program and is definitely needed for the continued success of this school-linked services collaborative.

- **U.C. Irvine/Sherman Partnership Program**

The U.C. Irvine/Sherman partnership has focused for many years on the integration of services to children by linking social service agencies to schools. Recently, it has provided a communications link between CERC and the Center for Children's Services at Cal State University, Fullerton. Through this partnership, CERC's collaborative activities with the State Department of Education and the Riverside County Office of Education have furthered the development of a centralized database which would enable school districts identify services and match them to the needs of parents and their children.

- **Val Verde Unified School District**

Integrated health and social services to the children and families within the community is a major focus of the Val Verde Unified School District. Although the district does not formally participate in a collaborative effort or coordinated school-linked services to children and families at this time, it does believe that such a program would be a beneficial undertaking.

- **Victor Elementary School District**

Victor Elementary School District is currently involved with the San Bernardino County Children's Services Network, but the district does not formally participate in the delivery of support services to students through interagency or school-linked services Collaboratives. Three district schools applied for Healthy Start grants, none of which,

however, was awarded. The district has also established bilingual programs at each school site.

Based on observation of programs in other districts, VESD believes that the centralization of health and social services in the schools is beneficial, and it supports the collaborative model to the extent made possible in each district by available space and funding.

- **Victor Valley Union High School District**

Victor Valley Union High School District (VVUHSD) has implemented a number of school programs which feature interagency collaboration. The district has hired an Attendance Improvement Officer, who is a San Bernardino County Probation Department employee and who has the power of arrest when and if necessary. As a result of this officer's efforts, the first year of the program has produced an increase in student attendance equivalent to 125 days, which in turn is anticipated to generate an increase of $450,000 per year in district revenue.

VVUHSD also has an independent contract with the San Bernardino County Sheriff's Department which provides for a School Resource Officer (SRO) based primarily at the district's high school site. The SRO, who is a Modified Deputy Sheriff, spends the entirety of every day not in court on campus, establishing rapport and working with campus security assistants who are school staff members.

In addition, VVUHSD is involved the San Bernardino County Children's Network. Although it does not formally participate in a school-linked services agreement, the district affirms that collaboration with other agencies has proven beneficial to its students, their families, and the community.

- **Yucaipa-Calimesa Joint Unified School District**

Although this school district is not participating in the delivery of student support services through collaboratives at this time, they believe that it would be a beneficial undertaking. This is especially true in the field of health-related services, which could be provided to students whose parents were not able to furnish them.

Yucaipa-Calimesa is not eligible to apply for Healthy Start planning or operations grants inasmuch as their AFDC (Aid to Families with Dependent Children) count is not high enough to qualify. However, should this situation change, they would target students with school-related problems and individuals referred by parents, teachers, or students.

CERC Research Directors and Staff

• *Research Directors*

Douglas E. Mitchell

Professor of Education and CERC Managing Director. Douglas Mitchell has been on the faculty since 1972. His major teaching interests in educational policy, social science theory and school politics have stimulated research and professional activity in the areas of education policy formation and implementation, organization and control of school systems, labor relations, teacher incentives, citizen influence, and school politics.

Robert Burns

Associate Professor of Education and CERC Associate Director. Dr. Burns has recently joined the CERC Faculty as Associate Director. He is the Co-Project Investigator for the Combination Classes Research Project with Assistant Professor DeWayne Mason. Professor Burns' research and teaching interests in instructional theory and educational research make him a valuable addition to CERC.

Rodney Ogawa

Associate Professor of Education and CERC Associate Director. His major teaching interests are organization theory and leadership theory. He has completed research on school board decision making and is beginning research on school-family relations.

Jerry S. Carlson

Professor of Education and Director of CERC's Authentic Assessment Research Project. Dr. Carlson's teaching interest in cognitive development and individual differences together with his research interests and international recognition in the field of cognitive development, assessment of intellectual function, and international education tremendously enhance CERC's Authentic Assessment Research Project.

E. Mark Hanson

Professor of Education and Director of CERC's Educational Marketing Project. Professor Hanson's research interests in the organization and administration of schools, organizational theory and educational change make him a natural to head the School Marketing Project.

Irving G. Hendrick

Dean of the School of Education, Professor of Education, and Co-Director of the School Dropout Project. Irving G. Hendrick has been on the faculty since 1965. Dean Hendrick brings his research and teaching expertise in the history of American education, educational opportunities for non-white minority groups in the United States, special education and teacher education to the CERC study of the characteristics of School Dropouts in California.

Flora Ida Ortiz

Professor of Education and member of CERC's Faculty Directorate. Dr. Ortiz has directed CERC's Opening of New Schools Project. Among her many publications is her recent book *Schoolhousing: Planning and Designing Educational Facilities*, published by SUNY Press in which she discusses the findings of her research. Dr. Ortiz specializes in organizational theory and socialization processes.

Jane L. Zykowski

Specialist in Education, Coordinator of the Educational Administrative Services Credential Program, and Manager of CERC. Dr. Zykowski managed CERC's year-round education fiscal and social impact studies. Her teaching and research interests include the school principal, organizational change, organizational delivery systems to public schools, and leadership.

- *Staff*

Joan Black, Research Fellow

Education:

B.S., University of Colorado, Boulder. 1976.
Major Emphasis: Education.
M.S., California State University, Hayward. 1993.
Major Emphasis: Cognitive Development.

Work Experience:

Classroom, Museum, and Hospital Educator. 1972-1988.
Educator, University of California, Irvine Reading and Neurolinguistic Clinic. 1986-1989.
Board of Directors, University of California, Irvine Reading and Neurolinguistic Clinic. 1988-1989.
Marketing Professor, Cerritos College. 1988-1990.
Research Fellow, CERC. 1993-present.

Research Interests:

Social and Cognitive Development
Parenting; Families
At-Risk Populations
Classroom Environment

Duane M. Covrig, Research Fellow

Education:

M.A., Loma Linda University, Loma Linda, California. 1992.
Major Emphasis: Medical and Religious Ethics

Work Experience:

Elementary and Junior High Teacher. 1988-1991.
Research Associate, Center for Christian Bioethics. 1991-1993.
Instructor in Medical Ethics, Loma Linda University. 1992-1993.
Research Fellow, CERC. 1993-present.

Research Interests:

Educational Ethics: Teacher Professionalism and School Resource Allocation
Moral Education: Policy Development and Implementation
Moral Training

Jo Sargent Dutton, Research Fellow

Education:

B.S., University of Southern California, Los Angeles, CA. 1962.
M.S., University of Southern California, Los Angeles, CA. 1966.
Major Emphasis: Remedial Education

Work Experience:

Remedial Reading Instructor. 1964-1970.
Professor of Education, U.S.C. 1966-1967.
Adjunct Professor of English, Chaffey College. 1991-1993.
Research Fellow, CERC. 1993-Present.

Research Interests:

Organizational Development
Politics of Education

Rita Hemsley, Assistant Research Educationist

Education:

B.A., University of California, Riverside.
Liberal Studies. French Major and Education Minor.
M.A., University of California, Riverside. Educational Psychology with emphases in Special Education and Research Methodology.
Teaching Credentials, University of California, Riverside, 1988.
Multiple-Subject and Special Education.
Ph.D., University of California, Riverside, 1991. Exceptional Children with minors in Research Methodology and Educational Theory.

Work Experience:

Teacher, Valley Preparatory School, Redlands, CA. 1980-1984.
Research, MacMillan Research Group, University of California, Riverside. 1985-present.

Evaluation Consultant, Integrated School-Linked Services (Healthy Start) SRI, International. 1992-present.
Lecturer, Guidance in Special Education, University of California, Riverside. 1993.
Assistant Research Educationist, CERC. 1993-present.

Research Interests:
Issues in Special Education: At-Risk Students, Self-Concept, Measuring Achievement, Transition Training
Vocational Education; Program Evaluation
Psychometrics

Susan Hill, Administrative Analyst

Education:
B.S., San Jose State College, San Jose, CA. 1963.
Industrial Relations and Personnel Management, and Business Administration.
Teaching Credential, University of California, Riverside. 1970.
Major Emphasis: Middle School Mathematics

Work Experience:
Interviewer and Supervisor, California State Department of Employment. 1963-1968.
Teacher, Riverside Unified School District. 1970-1990.
Administrative Assistant II, CERC. 1990-1994.
Administrative Analyst, CERC. 1994-present.

Aida Quiles, Research Fellow

Education:
M.A., University of New Mexico, Albuquerque. 1983.
Major Emphasis: Educational Foundations/Art Therapy
Teaching Credential: Bilingual Cross-Cultural Teaching Credential, San Diego State University, San Diego, CA.

Work Experience:
Student Academic Advisor, San Diego State University. 1979-1980.
Graduate Assistant, San Diego State University. 1980-1981.

Child Development Specialist, University of New Mexico Hospital. 1982-1983.
Bereavement Counselor, Omega Program, Massachusetts. 1986.
Teacher, Bilingual and Mainstream Education, Escondido Unified School District, Escondido, CA. 1983-1985.
Teacher, Special Education, Albuquerque Association for Retarded Citizens, Albuquerque, NM. 1981-1982.
Teacher, Adult Education, Vermont Refugee Resettlement Program. 1985; Massachusetts Correctional Institution, 1986.
Bilingual and ESL Resource Coordinator, Roxbury Community College, Roxbury, MA. 1987.
Art Instructor, San Diego Community College. 1990-1991.
Administration: Assistant Director, Northern Essex Community College, MA. 1988; Program Coordinator, Early Intervention Program, Educational Talent Search, San Diego, CA. 1989-1993.
Research Fellow, CERC. 1994.

Research Interests:
Cultural Impact on the Educational System
Cultural Influence on Public and Private Organizations
Multicultural and Bilingual Education
Teacher Education

Mahna T. Schwager, Research Fellow

Education:
M.A., California State University, Chico, CA. 1988.
Major Emphasis: Instructional Technology and Communication Design
Ph.D., (ABD): Educational Psychology and Policy.

Work Experience:
Respiratory Therapist. 1981-1986.
Faculty Lecturer III, Instructor with Communications Studies Department, California State College, Chico. 1986-1988.
Research Fellow, CERC. 1988-present.

Research Interests:
Cognition and Motivation
Alternative Assessment
Technology and Instruction

Linda D. Scott, Assistant Research Educationist

Education:

B.A., City University of New York. 1969.
M.A., State University of New York, Albany. 1971.
Ph.D., University of California, Riverside. 1990.
Major emphasis: Curriculum and Instruction; Teacher Education; Diversity Issues in Education with an emphasis on Native American Education.

Work Experience:

Secondary Teacher and English as a Second Language Resource Specialist. 1969-1981.
Academic Program Coordinator, Language Center of the Pacific. 1981-1986.
Supervisor of Teacher Education, Lecturer, University of California, Riverside. 1986-1989.
Program Coordinator, California New Teacher Project. 1989-1991.
CAPP Grant Director, U.C.Irvine/Sherman Indian High School Partnership. 1991-1993.
Assistant Research Educationist, CERC. 1991-present.

Research Interests:

Literacy and At-Risk Students
Cross-cultural Education
Teacher Education

Lisa Soccio, Secretary II

Education:

B.A., Art History, University of California, Santa Cruz. 1991.

Work Experience:

Department Secretary, Early Childhood Department, San Francisco Jewish Community Center. 1991-1992.
Office Assistant, Spinelli Coffee Company, San Francisco, CA. 1992.
Clerical Assignments, Riverside Personnel Services. 1992-1993.
Secretary II, CERC. 1993-present.

Jean Treiman, Research Fellow

Education:

B.S., California State University, Northridge. 1967.
M.A., California Lutheran University. 1985.
Ph.D. (in process), expected graduation: Winter 1995.
Education Administration, Policy, and Teacher Education

Work Experience:

Elementary and Secondary Teacher, Junior High School Principal. 1967-1983.
Teacher, Enrichment Magnet School, Los Angeles Unified School District. 1983-1985.
Director of Secondary Teacher Education, California Lutheran University. 1985-1991.
Research Fellow, CERC. 1991-present.

Research Interests:

Teacher Education: Administration and Policy
Class Size Issues
Power, Authority, and Empowerment in Educational Administration

Jake Zhu, Research Fellow

Education:

B.A., Hunan Educational Institute, People's Republic of China. 1988.
M.A., University of Redlands, Redlands, CA. 1991.
Major emphasis: Curriculum and Instruction, Reading

Work Experience:

High School English Teacher, People's Republic of China. 1982-1990.
Computer Technician, Redlands Computer Center, Redlands, CA. 1990-1993.
Research Fellow, CERC. 1992-1993.
Technical Support, CERC. 1993-present.

Research Interests:

Literacy and Reading
Teaching English as a Foreign Language

- **Irving Balow**

Research Interests:

Factors affecting learning in schools.

Teaching Areas:

Professor Emeritus. Dean, School of Education from 1972 to 1987. Educational measurement and learning theory.

- **Jan Blacher**

Research Interests:

Principal Investigator for 10-year study funded by the National Institute on Child Health and Human Development pertaining to out-of-home placement of children with severe handicaps—correlates and consequences. Also, Principal Investigator on study of dual-diagnosis and family involvement. Specific research topics focusing on mental retardation include: family involvement with children in out-of-home placement settings; parental decision-making about out-of-home placement; family stress and adjustment to a child with handicaps; parent-child attachment; severe mental retardation.

Teaching Areas:

Mental retardation (severe handicaps; autism); family influences on development; early childhood/special education.

Public Service & Awards:

Recipient of Research Award, American Association on Mental Retardation (Region II); Fellow, American Association on Mental Retardation; Fellow, American Psychological Association; Executive Board Member, American Association on Mental Retardation (Region II); Distinguished Visitor, Faculty of Education, University of Alberta at Edmonton, Fall, 1984.

- **Robert Burns**

Research Interests:
Teaching and instruction.

Teaching Areas:
Instructional theory; educational research.

Public Service & Awards:
Active in consulting with public on mastery learning and outcome-based education.

- **Jerry Carlson**

Research Interests:
Processes of cognitive development; assessment of intellectual functioning; and international educational exchange.

Teaching Areas:
Cognitive development; individual differences.

Public Service & Awards:
Fulbright Hayes Award, 1970-71; Alexander von Humboldt-Stiftung Award, 1974-76 (by government of West Germany); 1987 Outstanding Research Award, Council on International Exchange; Listed in *Who's Who in the West*; President, International Association for Cognitive Education.

- **Pamela Clute**

Research Interests:
Teaching teachers how to teach contemporary mathematical ideas through an integrated curriculum; women, minorities and mathematics; techniques for developing critical thinking through mathematics instruction.

Teaching Areas:
Mathematics and education.

Public Service & Awards:

1992-93 Non-Senate Distinguished Teaching Award. Grants: 1994 Community Teaching Fellowship Program, $60,000; Inland Area Mathematics Project, $85,000; Pac-Telesis, $14,000; Faculty mini-grant, $3,000.

- **James Dillon**

Research Interests:

Question-answer processes; conceptions of teaching; group discussion and deliberation.

Teaching Areas:

Curriculum and instruction.

- **Dan Donlan**

Research Interests:

Curriculum and instruction; reading, written composition, reading and writing in the content areas; response to literature; teachers as researchers; the effect of classical music on the spontaneous writing of junior and senior high school students.

Teaching Areas:

English education, literacy and reading, multicultural literature programs.

Public Service & Awards:

Chair, Conference on English Education Commission to investigate graduate programs in English education; member, NCTE Standing Committee on Research; editor of research column for *English Journal*; referee for Research in the Teaching of English.

- **Sharon Duffy**

Research Interests:

Lifespan development; residential and school placement; family and school influences on development of individuals with mental retardation; quality of life measurement; mental health and mental retardation.

Teaching Area:

Mental retardation.

- **Jeannette Dulan**

Research Interests:

Cultural context of families, religion, and disabilities; multicultural perspectives in teacher education, at-risk students and their families.

Public Service & Awards:

Postdoctoral Research, J. Blacher U.C.R. Families Project, 1992-present; NICHD Research Award, "Religion, Placement and Disabilities in African-American Families" (Parent Grant: "Adolescents with Handicaps: Lifespan Perspectives & Cultural Concerns", Blacher, PI), 1993-present.

- **Richard Eyman**

Research Interests:

Research on mental retardation.

Teaching Areas:

Psychometrics and statistics.

Public Service & Awards

American Association on Mental Deficiency National Award for Research in Mental Retardation, 1987; American Academy on Mental Retardation Career Research Award, 1989.

- **Jerry Gordon**

Research Interests:

Although I do not conduct research due to the demands on my time and the nature of my position, I do have interest in the areas of instructional development, distance learning, and technology applied to the teaching and learning process.

Teaching Areas:

I have taught a seminar for the School of Education titled "Technologies of Instruction." Over the years I have taught courses both on the graduate and undergraduate level dealing with the management of media resources, television production, planning and preparing materials for teaching, and using television as an instructional tool. Most of my teaching occurred while on the faculty of the State University of New York.

Public Service & Awards:

Most of my public service work is accomplished as part of my job with the University. Several of my units provide the community with an opportunity to use the services of Media Resources. Public agencies have used our photographic and illustration services, television production capability, audiovisual equipment and distance learning facilities. The department has won numerous awards for our work in television production and some of it for our involvement with the public sector. Current projects include work for CERC, School of Education, Cooperative Extension, College of Engineering, the Graduate School of Management, and numerous non-U.C. businesses and industries.

- **Frank Gresham**

Research Interests:

Social skills assessment and training with children; behavioral consultation; applied behavior analysis.

Teaching Areas:

School psychology; consultation; applied psychological measurement; ecological behavioral analysis; behavior disorders.

Grant Activity:

MacMillan, D., Gresham, F., & Swanson, L. Utility of Alternative Assessment Models for Identification of Mildly Handicapped Children. U. S. Department of Education, Office of Special Education, funded in the amount of $785,000 for 5 years; Gresham, F., & MacMillan, D. Social and Affective Outcomes of Special Education Placement Options. U. S. Department of Education, Office of Special Education, funded in the amount of $850,000 over 5 years.

Professional Association Elections:

Elected Fellow of Division 5 of the American Psychological Association (Division of Evaluation, Measurement, and Statistics).

- **E. Mark Hanson**

Research Interests and Professional Activity:

Organization and governance in American education; management reform in Latin American Ministries of Education.

Teaching Areas:

Organization and administration of schools, organization theory, educational change.

Public Service & Awards:

Fulbright Scholar 1992-1993, Fulbright Senior Scholar Advisory Committee, 1983-1986; Fulbright Research Award, Colombia & Venezuela, 1980; Consultant to the World Bank, the Agency for International Development and UNESCO on Administrative Reform in Developing Nations; Board of Governors, Comparative & International Education Society, 1990-1993; Editorial Board, *Journal of Education Administration*.

- **Irving Hendrick, Dean, School of Education**

Research Interests:

History of education in California; history of educational opportunities provided for non-white minority groups in the United States; history of special education; history of teacher education.

Teaching Area:

History of American education.

- **Rita Hemsley**

Research Interests:

Issues in special education: at-risk students, self-concept, measuring achievement, transition training; vocational education; program evaluation; psychometrics.

Teaching Areas:

Special education; research and design.

- **Ruth Knudson**

Research Interests:

Learning, teaching, and instructional processes associated with English language arts education; teacher education.

Teaching Areas:

Literacy, reading, and writing (including pre-service and in-service teacher education).

Public Service & Awards:

Chair, Teacher Education Committee; Local Arrangements Chair, National Reading Conference; Affirmative Action Development Grant; Research Grant, National Council of Teachers of English; Committee Member, Riverside, Inyo, Mono, San Bernardino Counties (RIMS) Professional Development Consortium Resource Committee. Recipient, Spencer Foundation Grant; "Outstanding Dissertation 1989," American Educational Research Association; Presidential Grant for School Improvement Research Recognition Award, University of California, 1988; Outstanding Student Authored Paper, American Educational Research Association, Division C, 1988; Woodrow Wilson Fellow (University of Wisconsin).

- **Donald MacMillan**

Research Interests:

Factors related to academic and social status of mentally retarded and environmentally at-risk children.

Teaching Area:

Mental retardation.

Public Service & Awards:

Edgar A. Doll Award, Division 33 of American Psychological Association; Associate Editor: *American Journal of Mental Deficiency*, *Exceptional Children*; Consulting Editor: *Journal of Educational Psychology*, *American Journal of Mental Deficiency*; Member, Advisory Committee to the U.S. Commissioner of Education on Intramural Research Program; Member, Human Development and Aging Study Section, NICHD, NIH 1983-86; Expert Witness in Merry et al. v. Parkway et al., National Disabilities Research Task Force: Part E of I.D.E.A.; 1990 Education Award, American Association on Mental Retardation.

- **DeWayne Mason**

Research Interests:

Organizational structures, curriculum, and teaching processes in mathematics; instructional leadership.

Teaching Areas:

Curriculum and instruction; middle school education, supervision of curriculum and instruction.

Public Service & Awards:

Principal of Jennings Junior High School, recognized by U.S. Department of Education as a "Distinguished School"; facilitator/consultant for Redlands on site-based management; consultant for Coachella Valley High School on restructuring.

- **Colleen McMahon**

Research Interests:

Applied behavior analytic approaches to problems in childhood; social behavior of child with disabilities; behavioral interventions with pediatric populations.

Teaching Areas:

School psychology; behavioral assessment; child behavior interventions; and developmental disabilities.

- **Kathleen Metz**

Research Interests:

Development of children's problem solving and understanding in the domains of science and mathematics; the architecture of children's science and mathematics knowledge; and effective mathematics and science instruction.

Teaching Areas:

Cognition and instruction, especially in science and mathematics.

Public Service & Awards:

Membership in American Educational Research Association, Cognitive Science Society, and Society for Research in Child Development; National Council of Teachers of Mathematics; National Association for Research in Science Teaching.

- **Douglas E. Mitchell**

Research Interests:

Education policy formation and implementation; organization and control of school systems; labor relations and teacher incentives; citizen influence and school politics.

Teaching Areas:

Educational policy; social science theory; and school politics.

- **Richard Newman**

Research Interests:

Children's learning and cognitive development, achievement motivation, interplay between socialization and cognitive development.

Teaching Areas:

Cognitive development and educational psychology.

Public Service & Awards:

Membership in American Educational Research Association (Special Interest Group: Motivation in Education), Society for Research in Child Development, and American Psychological Association. Editorial consultation: *Child Development*, *Journal of Educational Psychology*, *Cognition and Instruction*.

- **Rodney Ogawa**

Research Interests:

Theories of organization and leadership applied to studying schools; school-family relations.

Teaching Areas:

Organizations theory; leadership.

Public Service & Awards:

Students' Choice Award for Teaching, University of Utah; Outstanding Teaching Award, Graduate School of Education, University of Utah; Membership in American Educational Research Association (Chair of Organizational Theory Special Internet Group); Editorial Board member for *Review of Educational Research* and *Educational Administration Quarterly*.

- **Flora Ida Ortiz**

Research Interests:

School careers; socialization processes; and instructional systems and school superintendency.

Teaching Areas:

Qualitative research methods; the school as a social system; role formation in school organizations; and the school superintendent.

Public Service & Awards:

Advisory Council for the National Center for Educational Leadership; Advisory Council for the Center for Creative Leadership; American Educational Research Association Division A Secretary; numerous civic and campus committees.

- **Reba Page**

Research Interests:

Curriculum differentiation in classrooms and schools, particularly as manifested in tracking, and the relation of curriculum to cultural differentiation (e.g., by age, race, social class, etc.).

Teaching Areas:

Curriculum theory, practice, and history; interpretive research methods; secondary education; organizational cultures.

Public Service & Awards:

Spencer Fellow, National Academy of Education, 1986-87; Program Chair, Division B (Curriculum Studies), 1989-90, and Division G (Education in Social Context), 1992-93, AERA; U.S. Editor, *Journal of Curriculum Studies*, 1990-93; 1994 Outstanding Recent Graduate Award, University of Wisconsin-Madison.

- **Judith Sandholtz**

Research Interests:

Collaborative teacher education programs; professional development schools; and teachers' experiences in high-access-to-technology classrooms.

Teaching Areas:

Curriculum and instruction; teacher education.

Public Service & Awards:

The Comprehensive Teacher Education Institute (CTEI) program received the "Quality of Education Award for Distinguished Service to Children and the Preparation of Teachers" from the California Council on the Education of Teachers.

- **Linda D. Scott**

Research Interests:

Curriculum and instruction; teacher education; diversity issues in education with an emphasis on Native American education.

Teaching Areas:

Curriculum and instruction; teaching literature to children and adolescents; teaching writing to children and adolescents.

Public Service & Awards:

American Educational Research Association; Phi Delta Kappa; Phi Beta Kappa; Native American Preparatory Schools Curriculum Committee; National Indian Education Association; Native American Intertribal University Preparatory Program (NAIUP) Leadership Award.

- **Lee Swanson**

Research Interests:

Information processing and individual differences; learning disabilities.

Teaching Areas:

Assessment, tests and measurement; learning disabilities.

- **Thomas Timar**

Research Interests:

State and local educational policy; educational policy and culture; educational policy and institutional behavior.

Teaching Areas:

Educational policy and politics; educational policy formulation and implementation; policy and finance.

- **Jane L. Zykowski**

Research Interests:

School leadership; organizational change; consensus management; year-round education; and retention in grade.

Teaching Areas:

Educational administration; organizational theory; school careers, instructional systems and school superintendency.

Public Service & Awards:

Successful Urban Practice Recipient; U.S. Office of Education Exemplary School Recipient Least Restrictive Environment; California School Board Association Golden Bell Award Recipient; Appointed State Chairperson, Association of California School Administrators, Small School District Superintendent's Committee; Teacher of the Year Committee, Riverside County Office of Education; Chairperson, District Strategic Planning Committee, Perris Elementary School District, Spring 1991; Superintendent Search Committee, Val Verde Unified School District; Phi Delta Kappa Service Award, 1994; President-elect Phi Delta Kappa, 1995-96; Coordinator, Administrative Services Credential Program.